

Honorable John H. Chun

UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF WASHINGTON
AT SEATTLE

STUART REGES,

Plaintiff,

v.

ANA MARI CAUCE, et al.,

Defendants.

Case No. 2:22-cv-00964-JHC

**DECLARATION OF ROBERT M.
McKENNA RE: DEFENDANTS'
MOTION FOR SUMMARY
JUDGMENT**

1 I, Robert M. McKenna, declare as follows:

2 1. I am over the age of 18 and competent to testify.

3 2. This Declaration is in connection with the Motion for Summary Judgment of
4 Defendants Ana Mari Cauce, Magdalena Balazinska, Daniel Grossman, and Nancy Allbritton in
5 the above-captioned matter.

6 3. I am a partner at Orrick, Herrington & Sutcliffe LLP, counsel for Defendants in
7 this action.

8 4. Attached as **Exhibit 1** are excerpts from the transcript of the August 22–23, 2023
9 deposition of Stuart Reges.

10 5. Attached as **Exhibit 2** is a copy of the webpage for the University of
11 Washington’s Office of Tribal Relations, marked as Exhibit 61 to the Rule 30(b)(6) deposition of
12 Chadwick Allen.

13 6. Attached as **Exhibit 3** is a copy of a document bearing production numbers
14 UW_Reges_0000399–400, marked as Exhibit 8 to the deposition of Stuart Reges.

15 7. Attached as **Exhibit 4** is a copy of the University’s webpage containing Faculty
16 Code Section 25-71, marked as Exhibit 21 to the deposition of Stuart Reges.

17 8. Attached as **Exhibit 5** is a copy of the September 11, 2010 Memorandum of
18 Understanding Between Northwest Regional Tribes and the University of Washington, bearing
19 production numbers UW_Reges_0009047–49.

20 9. Attached as **Exhibit 6** is a copy of the University’s Syllabus Guidelines and
21 Resources, maintained by the Office of the University Registrar, bearing production numbers
22 UW_Reges_0003266–77.

23 I declare under penalty of perjury under the laws of the United States that the foregoing is
24 true and correct.

25 Signed this 18th day of December, 2023 at Seattle, Washington.

26 s/Robert M. McKenna
27 Robert M. McKenna

EXHIBIT 1

UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF WASHINGTON
AT SEATTLE

)
STUART REGES,) No. 2:22-cv-00964-JHC
)
)
Plaintiff,)
)
)
v.)
)
ANA MARI CAUCE, in her)
official capacity as)
President of the University)
of Washington; MAGDALENA)
BALAZINKSKA, in her official)
and individual capacities as)
Director of the Paul G. Allen)
School of Computer Science &)
Engineering; DANIEL GROSSMAN,)
in his official and individual)
capacities as Vice Director)
of the Paul G. Allen School)
of Computer Science &)
Engineering; and NANCY)
ALLBRITTON, in her official)
and individual capacities as)
Dean of the College of)
Engineering,)
)
Defendants.)
)

DEPOSITION UPON ORAL EXAMINATION OF

STUART REGES

REPORTED BY: Thad Byrd, CCR
REPORTED ON: August 22, 2023

A P P E A R A N C E S

For the Plaintiff:

GABRIEL WALTERS
ADAM TRAGONE
Foundation for Individual
Rights and Expression
5700 Pennsylvania Avenue SE
Washington, D.C. 20003
(215) 717-3473
gabe.walters@thefire.org

For the Defendant:

R. DAVID HOSP
KRISSY MCKENNA
Orrick, Herrington & Sutcliffe, LLP
222 Berkeley Street
Suite 2000
Boston, Massachusetts 02116
(617) 880-1886
dhosp@orrick.com

Also Present:

TANIA GRANT, Videographer

1 Q. And is that still the title and position that you
2 hold today?

3 A. I'm considered a professor of teaching.

4 Q. Okay.

5 A. Actually, teaching professor is what they tend to
6 say.

7 Q. Okay. In your time at the University of Washington,
8 prior to 2022 were you ever subject to any disciplinary
9 action?

10 A. Can you be more specific about disciplinary action?
11 It could mean anything.

12 Q. Sure. Are you aware of any instance in which you
13 were disciplined in any manner by the university?

14 A. No.

15 Q. Were you subject to any investigations that you're
16 aware of?

17 A. No.

18 Q. Were there any instances in which you were aware
19 that you were the subject of complaints by individuals
20 within the community?

21 MR. WALTERS: Object to form. You can
22 answer.

23 A. Yes.

24 Q. Okay. How many times would you say that it happened
25 prior to 2022?

1 MR. WALTERS: Object to form. You can
2 answer.

3 A. It's hard to put a number on it, many times.

4 Q. Many times? Okay. Can you recall the first time
5 that you recall being subject to complaints by
6 individuals within the University of Washington
7 community?

8 MR. WALTERS: Object to form. You can
9 answer.

10 A. Yes.

11 Q. When was that?

12 A. In 2017. Well, I don't -- this wasn't so much
13 complaints, but I had a -- I explored issues with some
14 staff members who were responsible for a workshop, a
15 diversity workshop that we were starting to offer.

16 And I don't -- I don't think any students were aware
17 of it, so I don't think that actually generated
18 complaints.

19 The incident that I remember first was that there
20 was a workshop on feminist theory that was -- it took
21 place in The Commons, what's known as The Commons, so
22 it's a sixth floor conference room for the -- for the
23 school.

24 And I posted a message in response to that event,
25 and the documents that were posted, that went along with

1 later that actually occurred before 2017?

2 A. No.

3 Q. Okay. So what were the nature of the complaints
4 that you became aware of following 2017?

5 A. There are many. Do you -- I can describe one as an
6 example.

7 Q. Sure.

8 A. If you want more, I can give you more. I was very
9 interested in knowing what these individuals thought
10 about the -- about James Damore.

11 James Damore was a Google employee who had written a
12 10-page essay about why he thought there might be not as
13 many women interested in computer science working at
14 Google.

15 He was fired for it. The question that I asked was
16 does our commitment to diversity mean that we would want
17 to have a James Damore student, you know, so a student
18 with similar opinions? Would our notion of inclusion
19 mean that we would want to include an individual who has
20 opinions like that?

21 Q. And I think you started out by saying you wanted to
22 know what these individuals felt about James Damore.
23 When you say these individuals, who are you referring to?

24 A. The people in the Computer Science Department who
25 are most interested in diversity, equity and inclusion

1 issues, and who were pushing for changes along those
2 lines.

3 Q. And how did you go about trying to determine what
4 those individuals felt about James Damore?

5 A. I asked.

6 Q. In what form?

7 A. I asked the two questions I just mentioned a moment
8 ago, that would our commitment to diversity mean that we
9 would want to have a diversity of opinions and have --
10 you know, if there were a student who happened to have
11 the same ideas as James Damore, would we -- would we want
12 that student to be part of our diversity?

13 There's -- there was a lot of discussion of a
14 commitment to diversity, and I wanted to know whether
15 that commitment would extend to an individual like James
16 Damore, and I wanted to know about the notion of
17 inclusion.

18 Does that mean that we would want to make efforts to
19 make someone like a James Damore student feel included?

20 Q. And when you say you asked those questions, did you
21 ask those questions in a written form or --

22 A. No, at the tea.

23 Q. At the tea? Okay. And you said that that generated
24 complaints?

25 A. Yes.

1 Q. Do you have an understanding of what the form of
2 those complaints took?

3 A. Of the form or the substance?

4 Q. Well, let's start with the form. Were they
5 complaints to administrators? Were they complaints to
6 the bias reporting system?

7 A. As I said, I believe the graduate students went
8 through their union in order to lodge the complaint. I
9 became aware of it also because they published a document
10 with their complaints later.

11 Q. Okay. Going back to the incident in 2017, other
12 than encouraging you to meet with students, what, if any,
13 disciplinary action did the university take?

14 MR. WALTERS: Object to form. You can
15 answer.

16 A. The director met with me to discuss the situation.
17 He had some ideas he wanted me to consider. I don't
18 believe there were any formal actions taken.

19 Q. Okay. And with respect to the issue related to
20 James Damore, were there any disciplinary actions taken
21 by the university at that point?

22 MR. WALTERS: Object to form. You can
23 answer.

24 A. No.

25 Q. I know you've said that there were a number of

1 The response was we will hurt him. A female faculty
2 member made that as a joke that was semi serious. They
3 were not interested in having James Damore come to campus
4 and tell us his side of the story.

5 Q. Okay. And when you said that that lead to
6 additional issues, what were the -- or additional
7 complaints?

8 A. No. They -- the graduate students claimed that
9 asking the question constituted sexual harassment.

10 Q. Okay. Can you give me another example of a
11 situation where you're aware that there were complaints
12 lodged against you from members of the University of
13 Washington community?

14 MR. WALTERS: Object to form. You can
15 answer.

16 A. There were complaints in -- let me get the year
17 straight -- 2019, the spring of 2019. The College
18 Republican Group had an event that they called an
19 Affirmative Action Bake Sale. I attended the event, and
20 that lead to complaints.

21 Q. What was the nature of the bake sale event?

22 A. A political stunt. They had a sign up that
23 basically said something like if you're Native American,
24 the cookie only costs 20 cents. If you're Black, the
25 cookie costs 40 cents.

1 Q. What was the nature of those complaints?

2 A. Form or substance?

3 Q. Why don't we start with the form?

4 A. I don't entirely know. I mean, I know that the
5 director of the school again contacted me. He had been
6 contacted by students.

7 There's -- I've seen some documents through a FOIA
8 request that it seemed clear that there was some
9 discussion among the staff and faculty who ran the
10 department, you know, about it, but I don't know the
11 details of that, but students complained to them.

12 Q. Okay. And did the university take any action at
13 that point in terms of discipline directed at you?

14 MR. WALTERS: Object to form. You can
15 answer.

16 A. No.

17 Q. What's the next instance that you recall where there
18 were complaints lodged against you?

19 A. There are many. I mean, it's a -- the next major
20 one that I recall came about in late November, early
21 December of that year. There were students who wanted to
22 prevent me from being offered an extension to my teaching
23 contract.

24 Q. And do you recall what the nature of their
25 complaints were in terms of substance?

1 A. Part of it was a fishing expedition. They had a
2 flier that, if I recall correctly, said do you have
3 complaints against Stuart Reges? Go to this URL.

4 They distributed that flier all over campus and
5 tried to distribute it in various classrooms, and on that
6 site individuals were allowed to post their own freeform
7 complaint.

8 Q. And did you ever see a document that resulted from
9 the gathering of those complaints?

10 A. I saw their document, yes.

11 Q. Okay. And just generally speaking, can you describe
12 what the nature of the document was?

13 A. Students were talking about their experiences in my
14 class, talking about things that they didn't like.

15 Q. And are you aware of -- well, did the university
16 impose any discipline based on those complaints?

17 MR. WALTERS: Object to form. You can
18 answer.

19 A. Yes and no. The decision had already been made
20 about the extension to my contract. The students could
21 have no effect because the decision had already been
22 made, but I believe that complaints like that did affect
23 the decision that they made in terms of extending my
24 contract.

25 Q. And what was the nature of the contract extension at

1 that point?

2 A. I was offered a one-year extension.

3 Q. And is that different from what is often offered?

4 MR. WALTERS: Object to form. You can
5 answer.

6 A. A one-year contract is sometimes offered to someone
7 who's going to be a temporary lecturer or someone where
8 we'll give you a year to prove yourself, and then we'll
9 decide whether to do an extension.

10 The usual extension was a three-year extension. As
11 far as I know, I am the only lecturer who has ever been
12 given less than a three-year extension.

13 Q. Okay. And that was in 2019?

14 A. That was in 2019.

15 Q. So -- and so you -- that extension expired at the
16 end of 2020; is that right?

17 A. Yes.

18 Q. Okay. And were you given an extension in 2020?

19 A. Yes.

20 Q. What was the nature of the extension you were given
21 in 2020?

22 A. A three-year extension.

23 Q. Other than your view that the one-year extension
24 impacted -- was at some level impacted by the nature of
25 the complaints that had been lodged against you, prior to

1 2022, did the University of Washington take any
2 disciplinary action against you?

3 MR. WALTERS: Object to form. You can
4 answer.

5 A. No.

6 Q. When did you become aware of -- well, let me start
7 -- I'm going to refer to land acknowledgment statements.

8 Can we agree what when I refer to land
9 acknowledgment statements, you'll understand that that is
10 referring to generally statements that acknowledge in
11 some way or form the connection between Native Americans
12 and various different land?

13 MR. WALTERS: Object to form. You can
14 answer.

15 A. I don't think there is an agreed upon definition of
16 what a land acknowledgment is, so I would not accept your
17 -- I mean, I've not seen that written down anywhere.

18 Q. Well, and just to be clear, I'm trying to come up
19 with a -- are you aware that there are -- that some
20 people use various different language to acknowledge a
21 relationship between Native American Tribes and certain
22 areas of land?

23 A. Yeah, I would also -- I mean, the other thing about
24 the land acknowledgment is that it should be something
25 about that particular land where a course is being

1 A. The committee?

2 Q. The committee.

3 A. No.

4 Q. If you see, again going back to that first
5 paragraph, it indicates that the suggestions are worth
6 considering as you prepare and deliver your course so
7 that your teaching is as effective as possible for all
8 types of students. Do you see that?

9 A. I do.

10 Q. Generally speaking, do you disagree with that as a
11 goal to make teaching as effective as possible for all
12 types of students?

13 MR. WALTERS: Object to form. You can
14 answer.

15 A. It depends a lot on how you define certain terms,
16 you know, that I mentioned to you that I had had
17 discussions with individuals about what they mean by
18 diversity, and what they mean by inclusion.

19 Does this include James Damore? Do they want me to
20 make my course friendly to James Damore? I suspect,
21 based on what they told me at the tea, that they would
22 say no.

23 So I don't know what they mean when they say this.
24 They seem to have a different sense of what diversity
25 should mean and what inclusion should mean, so I can't

1 say that I agree with this statement because I don't know
2 what they had in mind.

3 Q. Okay. So you think that there are times when it
4 shouldn't be a goal to be as effective as possible in
5 teaching all types of students?

6 MR. WALTERS: Object to form. You can
7 answer.

8 A. I don't think in terms of types of students. I
9 think that it is my responsibility as an instructor to
10 try to be as effective as I can be for all of my
11 students.

12 Q. Right, which would include all types of students as
13 well, wouldn't it?

14 A. This is part of the disagreement is that there's an
15 issue of whether or not one should specifically focus on
16 specific groups of students and trying to plan one's
17 teaching around those specific groups of students.

18 Q. Okay. Looking down where it says course planning
19 and management, do you see that?

20 A. Yes.

21 Q. And the first bullet says, the following can make a
22 course syllabus more inclusive. Do you see that?

23 A. Yes.

24 Q. And looking at the first suggestion, it's a
25 suggestion to include a statement that your class

1 welcomes all students of all backgrounds. Do you see
2 that?

3 A. Yes.

4 Q. Do you disagree with the goal of welcoming all
5 students of all backgrounds?

6 MR. WALTERS: Object to form. You can
7 answer.

8 A. This says a lot more than just that, but that
9 particular -- well, I've already answered your question
10 that I think that a course should be made as effective as
11 possible for all students. I don't believe in trying to
12 adapt the course for specific types of students.

13 Q. Okay. And did you include a statement along these
14 lines in your syllabus beginning in winter of 2022?

15 MR. WALTERS: Object to form. You can
16 answer.

17 A. No.

18 Q. Was any disciplinary action taken against you for
19 not including a statement like this in your syllabus in
20 2022?

21 MR. WALTERS: Object to form. You can
22 answer.

23 A. No.

24 Q. Did you include a counter statement to this in your
25 syllabus of 2022?

1 include that statement in your syllabus?

2 MR. WALTERS: Object to form. You can
3 answer.

4 A. No.

5 Q. Okay. Looking at the seventh bullet point, an
6 indigenous land acknowledgment, do you see that?

7 A. Yes.

8 Q. Okay. And then it gives an example statement; is
9 that right?

10 A. Yes.

11 Q. And there's nothing about this document that
12 requires the inclusion of this statement on a syllabus;
13 is that right?

14 MR. WALTERS: Object to form. You can
15 answer.

16 A. Yes.

17 Q. And looking just purely at the language of the
18 example statement, is there anything in this that says
19 anything about land ownership?

20 A. It depends upon how you interpret the words.

21 Q. So you think that there is something in here that
22 says something about land ownership?

23 A. The university has a web page that includes this
24 land acknowledgment, and then an asterisk. And if you
25 follow the asterisk, it describes how this version was

1 acknowledgment statement?

2 A. No.

3 Q. Why not?

4 A. My initial reaction was that I have two choices of
5 how to respond to this. I can choose to include a land
6 acknowledgment like this or I can not include one, and I
7 was -- I preferred not including one.

8 Q. Okay.

9 MR. WALTERS: Gabe, we've been going roughly
10 an hour. Can we come to a break soon?

11 MR. HOSP: Sure, absolutely. Now is fine.

12 THE VIDEOGRAPHER: We're now going off
13 record. The time is 11:12 a.m.

14 (Recess taken.)

15 THE VIDEOGRAPHER: We're now back on the
16 record. The time is 11:23 a.m.

17 MR. HOSP: Okay. And just for the record,
18 Krissy McKenna, who's also co-counsel and at Orrick, is
19 on the phone line as well.

20 Q. Professor Reges, I think when we were just -- just
21 before the break, you testified that you didn't put
22 anything related to a land acknowledgment statement on
23 your fall 2021 syllabus because when you first looked at
24 the best practices document, you had the reaction that
25 you could either include the exact language that was in

1 the document or not say anything at all; is that right?

2 A. Almost right. I felt that I could include a land
3 acknowledgment along the lines of that one, and it is
4 listed as an example, that I could do a land
5 acknowledgment like that or none at all.

6 Q. Okay. And at some point, did you decide that you
7 had the option of -- well, had a third option?

8 A. Yes.

9 Q. And when did you begin to have that idea?

10 A. I think it -- I started thinking about it in
11 September, if I remember correctly. I thought about it a
12 long time. I realized that -- anyway, you wanted to ask
13 when, September.

14 Q. Okay. And can you describe that process, your
15 thought process as you considered the notion of a third
16 option?

17 A. The third option is -- well, so this to me is a
18 political statement, and the third option is that I could
19 give a political statement that represented a different
20 perspective.

21 Q. Okay. And did you go through different iterations
22 of what you might say?

23 A. Yes. I thought about different ways of wording it.

24 Q. Okay. And we'll get to the statement you ultimately
25 included in the syllabus. Can you recall any other

1 pronouns was really a thought as to how to provoke
2 people; is that right?

3 MR. WALTERS: Object to form. You can
4 answer.

5 A. I was exploring is there a way for me to participate
6 in the pronoun, you know, suggestion that I thought was
7 appropriate, and I was considering the possibility of
8 saying His Majesty. That would be not what they were
9 expecting.

10 Q. And did you anticipate that if you did that, it
11 would provoke people to anger?

12 A. Yes.

13 Q. In the second paragraph you say, but then I
14 remembered that Magda also includes a land acknowledgment
15 at the end of her email.

16 A. Mm-hmm.

17 Q. And you say, our best practices document for DEI
18 suggested including one on the course syllabus. Do you
19 see that?

20 A. Yes.

21 Q. And you say, I thought of a lot of alternative
22 things I could use for land acknowledgment, and you
23 indicate the one I like best so far is, quote, I
24 acknowledge that by the labor theory of property, the
25 Coast Salish people have a historical claim of ownership

1 to almost none of the land currently occupied by the
2 University of Washington. Do you see that?

3 A. Yes.

4 Q. And I don't know whether it's word for word, but
5 that is essentially the land acknowledgment statement
6 that you ultimately included on your syllabus; correct?

7 A. Yes.

8 Q. And then in the paragraph after that -- this is
9 going back to the third paragraph. You said, the more I
10 thought about it, the more it seemed like the land
11 acknowledgment is a better thing to push back on than the
12 pronouns. Do you see that?

13 A. Yes.

14 Q. Okay. So what did you mean when you said that?

15 A. I explain it I believe in the next -- in the next
16 couple of sentences. The -- it wasn't honest to say that
17 I wanted people to call me His Majesty. That's why the
18 land acknowledgment was better. It was honest.

19 Q. You've been given a document that's been marked as
20 Exhibit 3, and it has Bates number Reges 001866 at the
21 bottom, and again I'll ask you to take a moment and just
22 review this briefly so that you can identify what it is.

23 A. It's a -- it's a -- one of my journal entries.

24 Q. Okay. And this is a journal entry dated October
25 25th, 2021; is that right?

1 A. There's an organization known as the American
2 Association of University Professors. It has a mailing
3 list on campus.

4 Q. Okay. And is -- so is this a mailing list that
5 includes professors outside of the University of
6 Washington?

7 A. I don't know whether they allow others outside the
8 university to do it. I mean, it's intended to be for the
9 -- for the university specifically, for the University of
10 Washington, but they might allow people from the outside
11 to be on it. I don't know.

12 Q. Okay. So what is your understanding of who is
13 included on the mailing list as recipients?

14 A. Anyone who asked to be added to the mailing list.

15 Q. Okay. So there isn't an organization that you have
16 to belong to?

17 A. There is an organization, but you're not required to
18 be a member to be on the Listserv.

19 Q. Okay. And is the Listserv administered by the
20 university?

21 A. No.

22 Q. Who is it administered by?

23 A. There are -- there's a local AAUP chapter, and there
24 are moderators that they have chosen.

25 Q. Okay. Other than this, are you aware of any other

1 reaction that has -- that people have had to your land
2 acknowledgment as used in your email signature block?

3 A. No. I don't think so.

4 Q. Okay. And has the university ever instructed you to
5 take that off your email signature block?

6 A. No.

7 Q. And this is an email signature block that is
8 associated with your university email; correct?

9 A. It's something that could be added to any email from
10 any account. It's more a matter of what you choose to
11 do.

12 Q. But you include it on your university email, emails
13 sent from your university email account; is that right?

14 A. I believe that the only times I have used it in my
15 email signature has been from my university account.

16 Q. Okay. And looking at the next sentence, it says, at
17 a minimum, I had a chance to say something snarky.

18 A. Yeah.

19 Q. Do you see that?

20 A. Yeah.

21 Q. So does that refresh your recollection that part of
22 your goal in the body of the email was to say something
23 snarky?

24 MR. WALTERS: Object to form. You can
25 answer.

1 A. No.

2 Q. And did the university take any disciplinary action
3 based on your inclusion again of the land acknowledgment
4 statement in your signature block of your email?

5 MR. WALTERS: Object to form. You can
6 answer.

7 A. No.

8 Q. If you look over on the next page Bates labeled
9 Reges 001872, in the third paragraph down it says, I'd be
10 curious to know whether I'm making people angry, and what
11 they're saying about it when I'm not around. Do you see
12 that?

13 A. Yes.

14 Q. When you say you're curious to know whether I'm
15 being -- making people angry, what they're saying about
16 it, are you referring there to the land acknowledgment
17 statement?

18 A. I don't remember exactly, but I think more than just
19 the land acknowledgment.

20 Q. Okay. Do you recall what else you were referring
21 to?

22 A. My criticism of the workshop.

23 Q. Okay. And then you say, it seems like they have a
24 strategy of ignoring me. Do you see that?

25 A. Yes.

1 A. Yes.

2 Q. And that's the mailing list that we discussed
3 before? It's not university moderated; right?

4 A. Yes.

5 Q. You say, I was thinking that I could have some fun
6 saying things like I've used it at CSE and nobody
7 complained, and then you say, I don't think that will be
8 true of the AAUP mailing list. Do you see that?

9 A. Yes.

10 Q. What did you mean when you said I don't think that
11 will be true of the AAUP mailing list?

12 A. The AAUP mailing list has many members who are
13 activists who support this ideology, pushing this
14 ideology.

15 Q. When you say this ideology, what are you referring
16 to?

17 A. It goes by many names. On my personal web page,
18 I've described it as the equity agenda. I've also
19 mentioned that in some of the articles I've written.

20 Q. And so did you believe that your land acknowledgment
21 statement would offend some of the people on the AAUP
22 mailing list?

23 A. Yes.

24 Q. And that would include members of the UW staff and
25 students?

1 MR. WALTERS: Object to form. You can
2 answer.

3 A. I don't believe students are on the mailing list,
4 mostly faculty. There were some staff probably.

5 Q. Okay. But you thought that it would offend some of
6 the people on the list?

7 A. Yes.

8 Q. You've been given a document that's been marked as
9 Exhibit 5, and it is Bates stamped Reges 001875. Do you
10 recognize what this document is?

11 A. Yes. It's another of my journal entries.

12 Q. Okay. And this is a journal entry from November
13 5th, 2021?

14 A. Yes.

15 Q. Okay. It starts out below the redacted portion
16 where you say, I posted a message to the Heterodox
17 Academy list about the censorship, and people seem
18 sympathetic. Do you see that?

19 A. Yes.

20 Q. What is the Heterodox Academy list?

21 A. There's a -- the Heterodox Academy is an
22 organization set up to allow faculty who are interested
23 in viewpoint diversity to interact with each other, and
24 there is a local version of the Heterodox Academy.

25 Q. And when you say a local version, so that's -- is

1 already talked to William about this, and he thinks I
2 shouldn't do that. Do you see that?

3 A. Yes.

4 Q. You say that you might include the land
5 acknowledgment on your syllabus next quarter to see if
6 anyone complains. Were you anticipating that people
7 might complain?

8 A. Yes.

9 Q. Okay. And why did you feel that people might
10 complain?

11 A. My land acknowledgment is a parody. I intended to
12 make fun of land acknowledgments.

13 Q. And you felt that some people might find that
14 offensive?

15 A. Yes.

16 Q. You say, I've already talked to William about this,
17 and he doesn't think I should do that. Who is William?

18 A. William is my boyfriend.

19 Q. He says, I think -- pardon me. You say, he thinks I
20 shouldn't purposely offend my students, and I understand
21 that and agree to a certain extent. Do you see that?

22 A. Yes.

23 Q. Okay. So William believed that including it on the
24 syllabus would offend your students?

25 A. Yes.

1 already talked to William about this, and he thinks I
2 shouldn't do that. Do you see that?

3 A. Yes.

4 Q. You say that you might include the land
5 acknowledgment on your syllabus next quarter to see if
6 anyone complains. Were you anticipating that people
7 might complain?

8 A. Yes.

9 Q. Okay. And why did you feel that people might
10 complain?

11 A. My land acknowledgment is a parody. I intended to
12 make fun of land acknowledgments.

13 Q. And you felt that some people might find that
14 offensive?

15 A. Yes.

16 Q. You say, I've already talked to William about this,
17 and he doesn't think I should do that. Who is William?

18 A. William is my boyfriend.

19 Q. He says, I think -- pardon me. You say, he thinks I
20 shouldn't purposely offend my students, and I understand
21 that and agree to a certain extent. Do you see that?

22 A. Yes.

23 Q. Okay. So William believed that including it on the
24 syllabus would offend your students?

25 A. Yes.

1 Q. Okay. And you agreed that it would offend your
2 students?

3 MR. WALTERS: Object to form. You can
4 answer.

5 A. I agreed that it could, sure, yes.

6 Q. If you see down at the paragraph at the bottom of
7 the page, it looks like -- well, you say, now I have to
8 try to remember what I wrote that got wiped out. Do you
9 see where it says that?

10 A. Yes.

11 Q. Do you know what you're referring to when you said
12 that?

13 A. Can you give me a moment to read the paragraph about
14 it?

15 Q. Yes.

16 A. Well, what I seem to be describing in that paragraph
17 is that my computer restarted, and so I believe I had
18 written some things in a journal entry that was lost, and
19 I was trying to recover some of the ideas.

20 Q. Yeah, no. That's what it looked like to me too. I
21 wanted to make sure, and then you say, I mentioned that
22 some people who would normally support me probably won't
23 do so over the land acknowledgment. Do you see that?

24 A. Yes.

25 Q. Okay. What were you -- what did you mean by that?

1 A. Mm-hmm.

2 Q. Underneath the redacted portion it says, the more I
3 think about the land acknowledgment, the more I like the
4 idea of harping on that. Do you see that?

5 A. Yes.

6 Q. Okay. And when you say you like the idea of harping
7 on that, what did you mean by that?

8 A. Pushing the land acknowledgment issue.

9 Q. And did that include including it on your syllabus?

10 A. Yes.

11 Q. Okay. In the next sentence you say, I'm sure many
12 people will find that upsetting because it will be clear
13 that I am trolling. Do you see that?

14 A. Yes.

15 Q. What'd you mean by that?

16 A. The same thing I said before. It's a parody.
17 That's a form of trolling.

18 Q. Okay. And you were aware that many people would
19 find it upsetting?

20 MR. WALTERS: Object to form. You can
21 answer.

22 A. Yes.

23 Q. You've been given a document that's been marked as
24 Exhibit 6, and it is Bates labeled Reges 001909 through
25 1911. If you would, just take a brief look at that so

1 you can identify it.

2 A. It's a journal entry of mine.

3 Q. Okay. And this is a journal entry from December 8th
4 of 2021; is that right?

5 A. Yes.

6 Q. Okay. And in the entry at 2:23 p.m. you say, very
7 interesting. I have been working on wording a message to
8 the faculty about my plan to include my version of the
9 land acknowledgment for my 143 syllabus. Do you see
10 that?

11 A. Yes.

12 Q. And can you tell me what you're referring to in that
13 sentence?

14 A. Well, I was contemplating sending a message to the
15 faculty that I do intend to include this on my syllabus,
16 and I was thinking of different ways of wording that.

17 Q. And when you say, at first I was going to be
18 pretending to be naive or perhaps being sarcastic, do you
19 see that?

20 A. Yes.

21 Q. And why did you -- what did you mean by that?

22 A. The form that my message might take. It might be in
23 the form of me not being naive or sarcastic.

24 Q. Okay. But you would be pretending to be naive;
25 correct?

1 A. I was considering that.

2 Q. Okay. And what did you mean by pretending to be
3 naive?

4 A. Well, not being clear that I understand people's
5 objections to the land acknowledgment.

6 Q. Does it mean in some sense pretending to not be
7 aware that many people would find the land acknowledgment
8 offensive?

9 A. That's probably what I had in mind, but I, frankly,
10 don't remember exactly what I had in mind.

11 Q. Okay.

12 A. I did not do that.

13 Q. You say, I had come up with wording I liked more
14 earlier today in which I quote Ed as saying he doesn't
15 like them, but now Ed has sent a message with a link to
16 an article from The Atlantic where they apparently
17 criticize them. Do you see that?

18 A. Yes.

19 Q. You say, Ed even sent it to Diversity-Allies. What
20 is a Diversity, dash, Allies? What does Diversity-Allies
21 refer to?

22 A. It's a mailing list within The Allen School that
23 focuses on diversity issues.

24 Q. Okay. And who is on the Diversity-Allies mailing
25 list to your knowledge?

1 A. Yes.

2 Q. So you sent the message that's posted there even
3 after Director Balazinska asked people not to respond to
4 Ed's message; is that right?

5 MR. WALTERS: Object to form. You can
6 answer.

7 A. Yeah.

8 Q. Okay. And the message that you sent included a
9 statement that I'm glad Ed posted this because I have
10 been thinking a lot about land acknowledgments.

11 I'm going to include my version, parens, see below,
12 on my CSE 143 syllabus next quarter because The Allen
13 School lists this as a diversity best practice. Do you
14 see that?

15 A. Yes.

16 Q. Okay. Did anyone indicate at that point that you
17 were not permitted to put that statement on the syllabus
18 based on its content?

19 A. No.

20 Q. Did anyone suggest that you would face disciplinary
21 action if you put that statement on your syllabus based
22 on the nature of its content?

23 MR. WALTERS: Object to form. You can
24 answer.

25 A. No.

1 Q. In the next sentence you say, but I have my doubts
2 about whether it is really a good idea to do so. Do you
3 see that?

4 A. Yes.

5 Q. Why did you indicate that you had doubts about
6 whether it was really a good idea to do so?

7 A. I really wanted to have to explore this issue with
8 the faculty rather than bringing my students into it.
9 That was my strong preference, and so it was a way of
10 saying I'd like to hear from all of you.

11 I'd like you to let me know what you think. I would
12 have preferred to have a faculty discussion of the issue
13 before winter quarter.

14 Q. Why did you want to have the conversation with the
15 faculty before bringing your students into it?

16 A. It would be an opportunity to bring up the issue of
17 land acknowledgments. I think that the idea -- I think
18 that it was a novel idea to include a conservative
19 version of a land acknowledgment.

20 And I think it allowed many people to perhaps
21 question the value of land acknowledgments on the
22 syllabus. I would have preferred to have that discussion
23 in December before the winter quarter.

24 Q. Was your hesitation also based on the fact that you
25 understood that there would be potentially many students

1 you were initiating something that could turn into an
2 argument?

3 A. I felt it was a better thing to do to do it in
4 response to someone else, that it wasn't just me who was
5 interested in that.

6 Q. But you were aware that you were initiating
7 something that could turn into an argument?

8 MR. WALTERS: Object to form. You can
9 answer.

10 A. Yes.

11 Q. Professor, you've been given a document that's been
12 marked as Exhibit 7. This is an email chain, so it
13 starts chronologically from the bottom up. Are you
14 familiar with how emails print out?

15 A. Yes.

16 Q. Okay. And the first part of this is an email
17 exchange that was your email exchange with the faculty
18 list. Do you see that?

19 A. Yes.

20 Q. Okay.

21 MR. WALTERS: Object to form.

22 Q. So this is the email, and again there are -- there's
23 an email chain above where you were not involved, but up
24 to the point at -- close to the top of the portion marked
25 UW Reges 0003253, this is the email chain that you were

1 referring to?

2 A. Yes.

3 Q. Okay. And were you -- well, you indicate in your
4 email, Magda doesn't want us to use these email lists to
5 discuss topics like this, and I'm happy to oblige.

6 I'd be willing to help organize an opportunity for
7 people to get together to discuss this in person if
8 others are interested. Do you see that?

9 A. Yes.

10 Q. And did anyone respond to you to take you up on
11 helping to organize an opportunity to discuss this?

12 A. I don't think so.

13 Q. You've been given a document that's been marked as
14 Exhibit 8, and it's Bates labeled UW Reges 0000399, if
15 you would just take a look at this so you can identify
16 it.

17 A. It's a syllabus for my course. I think this is my
18 winter 2022 syllabus, but I don't know for sure.

19 Q. Okay. Well, do you see anything in this that is
20 inconsistent with what you recall from your syllabus of
21 winter of 2022?

22 A. No.

23 MR. WALTERS: Hey, David, we've been another
24 hour now, so if we could take a break at some point soon,
25 that'd be great.

1 Q. Okay. And this one is dated Tuesday, January 4th,
2 2022, and the first entry is at 8:53 a.m. Do you see
3 that?

4 A. Yes.

5 Q. Okay. And there's a fair amount that's redacted,
6 but then on page 1627 there's a paragraph that reads, I
7 included my land acknowledgment on my syllabus, and I
8 mentioned it briefly as I skimmed through the topics. Do
9 you see that?

10 A. Yes.

11 Q. Okay. And it says, I got one question from a
12 student in the Google doc asking what the labor theory of
13 land is. Otherwise, students don't seem to have noticed
14 it. Do you see that?

15 A. Yes.

16 Q. Okay. So you're referring to the first day of
17 class, which was Monday at this point; correct?

18 A. Yes.

19 Q. And this was a class that was given entirely online?

20 A. The first week was online.

21 Q. Okay. So the Monday class session was online as
22 well?

23 A. Yes.

24 Q. Okay. Can you describe for me, when you deliver a
25 fully online class, what is it that you are able to

1 Q. Okay. And then if you go to page 1629, the Bates
2 label, there's another entry the same day that is 5:09.
3 Do you see that?

4 A. Yes.

5 Q. And you say, I'm shaking all over. It's partly
6 because it's cold, but it's more because the shit has hit
7 the fan over my land acknowledgement and now it's getting
8 very real. Do you see that?

9 A. Yes.

10 Q. Can you tell me what you meant by that?

11 A. Can I take a moment to read some of the other
12 parts of it --

13 Q. Sure.

14 A. (Continuing) -- that follow that?

15 Q. Sure.

16 A. I was referring to the fact that there was a lot of
17 attention being paid to my land acknowledgment by various
18 people.

19 Q. Okay. And you indicate at the bottom of that first
20 paragraph that you had learned this because a student had
21 emailed you and said that he'd heard about you on Reddit
22 because people were discussing the land acknowledgment;
23 is that right?

24 A. That's where I heard about that particular aspect of
25 it, that a student let me know that there was a

1 Q. Okay. And do you remember what your impression was
2 the first time you went to look at the Reddit thread?

3 A. What do you mean by my impression?

4 Q. Do you remember what the nature of the Reddit thread
5 was?

6 A. There were people who were upset about my land
7 acknowledgment.

8 Q. Do you remember -- well, you see it says here in the
9 second paragraph, the Reddit thread is interesting. It's
10 almost all negative. There are over 80 comments, and it
11 has been upvoted something like 240 times. Do you see
12 that?

13 A. Yes.

14 Q. Can you explain what upvoted means?

15 A. People who read the thread have an option of
16 clicking a certain button that says I think this article
17 is important and should be moved up in the feed for this
18 sub-Reddit.

19 Q. And what is a sub-Reddit?

20 A. It's an area that has a specific theme. In this
21 case, it was -- it's known as the UW thread Reddit. It's
22 a -- focused on University of Washington issues.

23 Q. Okay. So in your experience, do you follow the UW
24 Reddit at times?

25 A. At times, yeah.

1 Q. Yes.

2 A. And which paragraph?

3 Q. This is in the second paragraph at the top of the
4 page labeled -- Bates labeled 34.

5 A. Yes. I do see what you're saying.

6 Q. Okay. When you said that she finds it offensive,
7 you were aware that others would find it offensive as
8 well; correct?

9 MR. WALTERS: Object to form. You can
10 answer.

11 A. Yes.

12 Q. Okay. And you indicate at the bottom, it isn't
13 really possible to eliminate it at this point, and the it
14 refers to the land acknowledgment statement; correct?

15 A. Yes.

16 Q. Okay. You go on to say, the syllabus is shown in
17 the first recorded lecture for the course, so I'm going
18 to leave it in place for now. Do you see that?

19 A. Yes.

20 Q. And in response, she indicates that I'm not asking
21 you to change the recording of your first lecture. I'm
22 asking you to change the PDF of the course syllabus that
23 is posted on the course website; is that right?

24 A. Yes.

25 Q. Okay. And was the -- the recording of the first

1 lecture, was that -- did that remain available for some
2 time after the date on which the lecture was given?

3 A. Yes.

4 Q. For how long did that remain available to students?

5 A. It's available today.

6 Q. Okay. So did anyone at the university ever suggest
7 that that video needed to be edited to take out the
8 reference to the land acknowledgment statement that you
9 made in your first lecture?

10 A. No.

11 Q. She also indicates in her email that she recalls
12 that you wanted to discuss land acknowledgment. An
13 in-person discussion with colleagues is certainly a good
14 place to have these conversations. Do you see that?

15 A. Yes.

16 Q. So at this point, she wasn't suggesting that there
17 would be anything inappropriate about you expressing your
18 views or using the land acknowledgment statement in
19 discussions with colleagues about this issue; is that
20 right?

21 A. Yes.

22 Q. Has anyone at the university ever expressed the view
23 that it would be inappropriate for you to use your land
24 acknowledgment statement or discuss these issues in
25 person with colleagues?

1 A. No.

2 Q. You've been given a document that's been marked as
3 Exhibit 11, and it's Bates labeled UW Reges 0002050
4 through 2054.

5 And, again, this appears to be a continuation of the
6 email exchange between you and Director Balazinska. Do
7 you see that?

8 A. Yes.

9 Q. Okay. If you see on the first page of this, the
10 page that's marked 0002050, Ms. Balazinska emails you and
11 says the statements you used are offensive, and students
12 have raised complaints. Do you see that?

13 A. We are on which page?

14 Q. This is on the top page.

15 A. 50?

16 Q. Exactly, 2050.

17 A. And which part of the --

18 Q. It's down -- it's the second to last on the page.

19 A. I see, at 7:06 on January 4th?

20 Q. Exactly. She informs you that students have raised
21 complaints; is that right?

22 A. Yes.

23 Q. Okay. And at this point, you had seen the Reddit
24 postings; correct?

25 A. Yes.

1 Q. So you realized that this was generating a
2 significant -- that this was generating a significant
3 amount of attention, at least on the Reddit thread;
4 correct?

5 MR. WALTERS: Object to form. You can
6 answer.

7 A. Yes.

8 Q. When she said students have raised complaints, did
9 you have any reason not to believe that students in your
10 class, at least some students in your class, had raised
11 complaints?

12 MR. WALTERS: Object to form. You can
13 answer.

14 A. I believe that students had complained. I didn't
15 know if they were students in my course.

16 Q. Did you have reason to believe that there were no
17 students in your course who have raised complaints?

18 MR. WALTERS: Object to form. You can
19 answer.

20 A. I didn't know one way or another.

21 Q. Well, before you posted it to -- before you posted
22 the land acknowledgment statement to your syllabus, you
23 were aware that there was a likelihood that some people
24 would find it offensive; correct?

25 A. Yes.

1 Q. You had used it on your email signature block;
2 correct?

3 A. Yes.

4 Q. And the university had never suggested that you were
5 not free to do that; is that right?

6 A. Yes.

7 Q. And you had posted the land acknowledgment statement
8 near the entryway to your faculty office; is that right?

9 MR. WALTERS: Object to form. You can
10 answer.

11 A. I don't believe I had done it at that point in time.

12 Q. Okay. Do you recall when you -- when did you do
13 that?

14 A. I don't recall exactly. My best guess is that it
15 was in something like March.

16 Q. Okay.

17 A. I don't believe it was in early January.

18 Q. Okay. And when you posted that outside of your
19 office, were there any demands that you take that down?

20 A. No.

21 Q. Did the university take any disciplinary action
22 based on that?

23 MR. WALTERS: Object to form. You can
24 answer.

25 A. No.

1 10th, 2022 at 10:49 a.m.; is that right?

2 A. Yes.

3 Q. And it starts out -- it says, okay, maybe I'll talk
4 about other developments quickly. I still haven't heard
5 anything from Quillette. I think I'll ping them at noon
6 today if I still haven't heard anything. Do you see
7 that?

8 A. Yes.

9 Q. And what's that referring to?

10 A. Quillette is an online magazine that I often write
11 for.

12 Q. Okay. When you say I still haven't heard anything
13 from Quillette, were you anticipating hearing something
14 from Quillette?

15 A. I contacted them about the situation. I don't
16 remember what stage we were in at this point. You know,
17 there's kind of are you interested or what do you think
18 of a draft or et cetera? I don't remember exactly what
19 stage we were at here, but I did intend to publish an
20 article with Quillette.

21 Q. Okay. So you intended to publish an article about
22 the situation regarding your land acknowledgment?

23 A. About the censorship, yes.

24 Q. Okay. So you were looking to publicize what was
25 happening; correct?

1 A. I was looking to publicize the censorship, yes.

2 Q. Okay. And when you refer to censorship, the only
3 thing you're referring to is the removal of the land
4 acknowledgment statement from the syllabus; correct?

5 MR. WALTERS: Object to form. You can
6 answer.

7 A. Well, I was also -- I think the shadow course also,
8 and the apology to my students. You know, those are --
9 those are also things that I wanted to mention or those
10 are things that I could have included in an article.

11 Q. Okay. But when you refer to censorship --

12 A. Yeah.

13 Q. (Continuing) -- the only thing you're referring to
14 is the removal of the land acknowledgment statement from
15 the online version of your syllabus; correct?

16 MR. WALTERS: Object to form. You can
17 answer.

18 A. Yes.

19 Q. It then says, Jason Rantz published an interesting
20 article. Who's Jason Rantz?

21 A. Jason Rantz is a conservative talk show host based
22 here in Seattle.

23 Q. And did you talk -- when you say Jason Rantz
24 publishing an interesting article, are you referring to
25 an interesting article related to the land acknowledgment

1 situation?

2 A. Yes.

3 Q. Okay. And how did Mr. Rantz come to know about the
4 land acknowledgment statement issue?

5 A. Probably from the UW Reddit. Jason follows pretty
6 closely what's happening at UW. My recollection is that
7 he contacted me on Wednesday, January 5th and wanted to
8 get me on his show.

9 Q. Okay. And did you go on his show?

10 A. Yes.

11 Q. When did you go on his show?

12 A. Thursday, January 6th.

13 Q. Okay. And was that to publicize the situation?

14 A. To publicize the censorship, yeah.

15 Q. And, again, just to be clear, the censorship that
16 you were talking about is limited to the removal of the
17 land acknowledgment statement from the online version of
18 the syllabus; correct?

19 MR. WALTERS: Object to form. You can
20 answer.

21 A. Yes.

22 Q. Okay. You say, I emphasized the idea that I was
23 joking. Do you see that?

24 A. Yes.

25 Q. What did you mean by that?

1 A. My land acknowledgment is a parody. Parody isn't
2 quite the same thing as a joke. I think Jason wanted to
3 describe it as he made a joke, and they got upset.
4 Anyway, it's kind of splitting hairs about the use of a
5 word. It isn't exactly a joke.

6 Q. Okay. You indicate further down in this paragraph,
7 I did a Zoom call with a student reporter this morning
8 from Campus Reform, so hopefully they'll put something up
9 before too long. Do you see that?

10 A. Yes.

11 Q. And, again, that was to publicize the situation
12 involving the land acknowledgment statement; correct?

13 A. Yes.

14 Q. You say, Katie talked about my case for maybe 10
15 minutes at the beginning of their podcast yesterday, and
16 she got it mostly right. Do you see that?

17 A. Yes.

18 Q. Okay. And who's Katie?

19 A. Katie Herzog.

20 Q. She's the -- she's the freelance reporter that you
21 mentioned earlier?

22 A. Yes.

23 Q. Then you see there is another entry that you made at
24 6:05 p.m.

25 A. Yes.

1 Q. And you say that on Sunday, you heard that 170
2 students have decided to switch out of my class to take
3 Hunter's version where they are showing his old videos.
4 Do you see that?

5 A. Yes.

6 Q. Okay. So it was -- was that the first you had heard
7 that there were 170 students who had switched out of your
8 class into the newly-formed section?

9 A. Yes. I believe that that was the first I'd ever
10 heard of it. That was the deadline for filling out the
11 form if I remember correctly.

12 Q. Okay. And you say, I'm convinced that most of those
13 people switched because of the policies of the course.
14 They prefer to take an easier course where there is no
15 midterm and final, and where you can resubmit homework
16 for a regrade. Do you see that?

17 A. Yes.

18 Q. Is it your understanding that the other version had
19 different policies than your version ultimately?

20 A. Hunter had taught the course in fall with different
21 policies, and they were using his videos from the fall,
22 so it seems reasonable to me that students would expect
23 that Hunter would have the same policies again in this
24 version he was going to teach in winter.

25 Q. But, in fact, that wasn't the case; correct?

1 A. No.

2 Q. Why not?

3 A. I felt that the university had overreacted to my
4 land acknowledgment, and I thought this was exactly the
5 kind of situation I would want people to pay attention to
6 to think about what I call the equity agenda.

7 Q. So you wanted people to be aware of this situation?

8 A. I wanted people to be aware of the censorship, the
9 comment that I was -- the apology from Magda and the
10 shadow course.

11 MR. HOSP: Why don't we go off the record for
12 just a second?

13 THE VIDEOGRAPHER: We're now going off the
14 record. The time is 1:56 p.m.

15 (Recess taken.)

16 THE VIDEOGRAPHER: We're now back on the
17 record. The time is 2:09 p.m.

18 Q. Professor Reges, going back to the additional
19 section of CSE 143 that was added, did the addition of
20 that section create more work for you?

21 A. They took some of my TAs away. I -- Hunter chose to
22 coordinate with me, so there was a little bit of extra
23 work there, but not a lot of extra work.

24 Q. Okay. And you had fewer students to grade as a
25 result; correct?

1 A. I don't grade the students, so it's a -- it really
2 doesn't change my workload.

3 Q. Okay. And did the creation of the additional
4 section impact your pay at all?

5 A. No.

6 Q. Okay. In what way, if any, did the creation of the
7 additional section cause any harm for you?

8 A. Well, we -- it was an unprecedented thing to have.
9 You're calling it a third section. It wasn't a third
10 section. It was an independent course. I mean, it was
11 run separately.

12 In the 18 years that I had taught at the University
13 of Washington, that was the first time we had ever done
14 that, the first time ever.

15 It created some controversy within the TA community.
16 You know, these TAs were going to work for Hunter. These
17 TAs were working for Stuart. Those are -- those are
18 problems that I had to deal with.

19 Q. When you say that those were problems that you had
20 to deal with, in what way did that harm you?

21 A. The TA community is like my life's work. It's the
22 thing that I'm most known for in the computer science
23 education community.

24 At all three schools where I've taught, I've set up
25 TA programs that continue to this day in pretty much the

1 same form that I created them, and there's a sense of
2 unity to the community.

3 So to split the 143 TAs harmed the community. It's
4 difficult to explain how much this would bother me
5 because this is what's special about the work that I've
6 done.

7 Q. Are you aware of any -- whether any TAs were
8 offended by the land acknowledgment statement?

9 A. Some were, yes.

10 Q. So was it the splitting of the class or the offense
11 caused by the land acknowledgment statement that caused
12 the split in the community?

13 A. It could be some of both, but, you know -- yeah, it
14 could be some of both.

15 Q. And other than that, what other harm directly to you
16 was caused as a result of the creation of the second or
17 the additional course, the additional section?

18 A. I think -- I don't think there was other harm.

19 Q. Okay. You've been given a document marked as
20 Exhibit 16 which is Bates labeled Reges 001647 through
21 1649. It appears to be an additional journal entry of
22 yours. Do you see that?

23 A. Yes.

24 Q. Okay. And this is a journal entry dated January 14,
25 2022 at 11:08, at least that's the first entry; correct?

1 done what I did because he thinks my actions were
2 gratuitous and peevish. Do you see that?

3 A. Yes.

4 Q. You indicate, but I can live with that criticism. I
5 was causing trouble on purpose, so it's fair to point
6 that out. Do you see that?

7 A. Yes.

8 Q. What did you mean by that, I was causing trouble on
9 purpose?

10 A. I mentioned before the idea of two options versus
11 three options. One of the options is to not have a land
12 acknowledgment. I interpreted Jonathan's comments to
13 mean that he considered it rude to take the third option
14 that I did.

15 I think his preference would have been to be silent.
16 That's what I interpreted, but I don't -- you know, I
17 don't speak to Jonathan, so I don't know, but that was
18 what I believe he meant.

19 Q. Right, but what I'm referring to is you say I was
20 causing trouble on purpose. What did you mean by that?

21 MR. WALTERS: Objection, asked and answered.

22 A. I knew that people would be upset by what I was
23 doing.

24 Q. Okay. You've been given a document marked as
25 Exhibit 17. It is Bates labeled Reges 001650 through

1 1652, and again appears to be another journal entry, this
2 one dated January 1 -- pardon me, January 18, 2022. Do
3 you see that?

4 A. Yes.

5 Q. Okay. And the first journal entry is at 12:48 p.m.,
6 and in the second paragraph you indicate the interest in
7 my case seems to have dropped to nearly zero.

8 My op ed and video interview have been in various
9 spots among the top six viewed items on the Campus Reform
10 site, but that doesn't necessarily mean much at all.

11 What did you mean by the interest in my case seems
12 to have dropped nearly to zero?

13 A. There was a flurry of media attention that seemed to
14 be waning.

15 Q. Okay. And you indicate at the end of that second
16 paragraph, I talked to the reporter from the Washington
17 Free Beacon, so that will probably be one more article
18 that will come out, but otherwise there have been no new
19 inquiries from the media. Do you see that?

20 A. Yes.

21 Q. And how did you feel about the fact that there were
22 no new inquiries from the media?

23 A. Well, I mean, I describe later if I -- if I had read
24 this correctly, that this is part of a process. We were
25 in a waiting phase, but it would have been -- I would

C E R T I F I C A T E

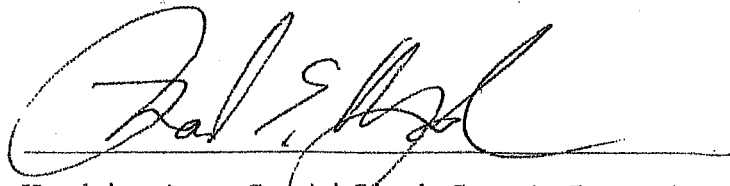
STATE OF WASHINGTON)
) ss.
COUNTY OF KING)

I, the undersigned Washington Certified Court Reporter hereby certify that the foregoing deposition upon oral examination of each witness named herein was taken stenographically before me and transcribed under my direction;

that the witness was duly sworn by me pursuant to RCW 5.28.010 to testify truthfully; that the transcript of the deposition is a full, true and correct transcript to the best of my ability; that I am neither attorney for, nor a relative or employee of any of the parties to the action or any attorney or counsel employed by the parties hereto, nor financially interested in its outcome.

I further certify that in accordance with CR 30(e), the witness was given the opportunity to examine, read, and sign the deposition within 30 days upon its completion and submission, unless waiver of signature was indicated in the record.

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, 2023.



Washington Certified Court Reporter
No. 2052

UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF WASHINGTON
AT SEATTLE

)
STUART REGES,) No. 2:22-cv-00964-JHC
)
)
Plaintiff,)
)
)
v.)
)
)
ANA MARI CAUCE, in her)
official capacity as)
President of the University)
of Washington; MAGDALENA)
BALAZINKSKA, in her official)
and individual capacities as)
Director of the Paul G. Allen)
School of Computer Science &)
Engineering; DANIEL GROSSMAN,)
in his official and individual)
capacities as Vice Director)
of the Paul G. Allen School)
of Computer Science &)
Engineering; and NANCY)
ALLBRITTON, in her official)
and individual capacities as)
Dean of the College of)
Engineering,)
)
Defendants.)
)

DEPOSITION UPON ORAL EXAMINATION OF

STUART REGES, Vol. 2

REPORTED BY: Thad Byrd, CCR
REPORTED ON: August 23, 2023

A P P E A R A N C E S

For the Plaintiff:

GABRIEL WALTERS
ADAM TRAGONE
Foundation for Individual
Rights and Expression
5700 Pennsylvania Avenue SE
Washington, D.C. 20003
(215) 717-3473
gabe.walters@thefire.org

For the Defendant:

R. DAVID HOSP
KATIE KERRICK
KRISSY MCKENNA
Orrick, Herrington & Sutcliffe, LLP
222 Berkeley Street
Suite 2000
Boston, Massachusetts 02116
(617) 880-1886
dhosp@orrick.com

Also Present:

TANIA GRANT, Videographer

1 SEATTLE, WASHINGTON; WEDNESDAY, AUGUST 23, 2023

2 9:12 a.m.

3 -- oo 0 oo --

4

5 THE VIDEOGRAPHER: Good morning. We're now
6 on the record. Today's date is August 23rd, 2023. The
7 time is now 9:12 a.m. This is Volume 2 in the continuing
8 deposition of Stuart Reges.

9 All aspects as indicated on media 1, volume 1 will
10 be the same. All appearances will appear on the written
11 transcript. The witness remains sworn in. You may now
12 proceed.

13 STUART REGES, having been duly sworn,
14 testified under oath
15 as follows:

16 EXAMINATION CONTINUED

17 BY MR. HOSP:

18 Q. Good morning, Professor Reges.

19 A. Good morning.

20 Q. We're going to try to pick up essentially where we
21 left off yesterday. You've been given a document that's
22 been marked as Exhibit 18.

23 It is Bates labeled Reges 001657 through 1660 and
24 appears to be another journal entry of yours; is that
25 right?

1 A. Yes.

2 Q. Okay. And this one is from January 21st, 2022?

3 A. Yes.

4 Q. And the first -- the first post -- pardon me. The
5 first section was posted -- it was entered at 11:03 a.m.;
6 is that right?

7 A. Yes.

8 Q. Looking at the second paragraph under the redacted
9 portion, you said, I also heard from a reporter who works
10 for a place called Just The News. He said that he's a
11 former reporter for Campus Fix. Do you see that?

12 A. Yes.

13 Q. And then a sentence later you say, I gave him some
14 information that hasn't been in any other articles, so
15 that might be interesting to see if anyone notices.

16 I mentioned that I plan to use the land
17 acknowledgment again in the spring when I teach the first
18 intro course. Do you see that?

19 A. Yes.

20 Q. Okay. And at this point, had you notified anybody
21 at the university that you intended to do that?

22 A. I don't remember for sure, but I don't think so.

23 Q. Okay. Looking at the paragraph that's in between
24 the two redacted portions on page 1658, you say, Dan
25 Eisenberg has suggested that I include my land

1 acknowledgment as part of my email signature. Do you see
2 that?

3 A. Yes.

4 Q. Okay. Who's Dan Eisenberg?

5 A. Dan Eisenberg is a faculty member at the University
6 of Washington. He's the person who founded our local
7 Heterodox Academy.

8 Q. Got you. And the next sentence says, I don't want
9 to do that for routine messages I have with my students,
10 but I've been doing it for the faculty. Do you see that?

11 A. Yes.

12 Q. And why didn't you want to do -- to include the land
13 acknowledgment as part of your signature for routine
14 messages you have with your students?

15 A. Well, that's class business. You know, there's -- I
16 didn't feel that -- you know, if there was a student who
17 was going to be potentially upset about it, it didn't
18 seem that through routine messages -- sometimes they're
19 asking important questions, disability accommodation, for
20 example, so it didn't seem to me that that was an
21 appropriate place for me to include it.

22 Q. Okay. And that's because students might be upset by
23 it?

24 A. No. If you look, for example, at Magda's behavior,
25 I was tending to copy Magda's behavior. She did not

1 include that in her routine emails, individual emails.
2 She included it in her kind of broadcast emails, so in a
3 way I was copying what Magda did.

4 Q. Okay. But you did include it with emails to
5 faculty?

6 A. To the faculty mailing list.

7 Q. Okay. So you were only including it on emails to
8 the faculty mailing list at this point?

9 A. And to the Diversity-Allies list and to the AAUP
10 list --

11 Q. Okay.

12 A. (Continuing) -- the broadcast emails.

13 Q. Okay, all right. If you look at the last page of
14 this journal entry, you say, I sent my message to the
15 faculty list about how I plan to give a paper exam in
16 person, and I included my land acknowledgment.

17 Two others posted about plans to give a paper exam
18 in person. Nobody commented on my land acknowledgment.
19 I think they're just ignoring me. Do you see that?

20 A. Yes.

21 Q. So at this point, was it your impression that those
22 at the university were ignoring the land acknowledgment?

23 A. They were not making an issue of me including it as
24 an email signature to the faculty mailing list.

25 Q. Okay. You've been given a document that's been

1 marked as Exhibit 19, Bates labeled Reges 000800. Can
2 you identify what this document is?

3 A. This seems to be an email that -- there's a message
4 that I sent to the AAUP mailing list. That looks like I
5 might have forwarded it to my personal email account.

6 Q. And then you set it on -- sent it on as well to the
7 Heterodox UW group as well?

8 A. Yes. That's what that is, yes.

9 Q. Okay. Looking at the first email to the AAUP
10 mailing list, you include an article by Josh Moody of
11 Inside Higher Education on the land acknowledgment issue.
12 Do you see that?

13 A. Yes.

14 Q. Okay. And then you say in the next paragraph, he
15 also mentions my plans to continue this protest when I
16 teach the CSE 142 course in spring, and I'll have the
17 opportunity to distribute the syllabus on paper, parens,
18 more difficult to censor. Do you see that?

19 A. Yes.

20 Q. Okay. And was this the first time you notified
21 members of the faculty at the University of your
22 intention to include the land acknowledgment statement in
23 your spring syllabus?

24 A. Well, this article was censored. It did not go
25 through the mailing list, but my recollection -- but the

1 one to the Heterodox Academy probably went through.

2 I frankly don't remember it, you know, but my
3 recollection is that this is the point in time when I was
4 informing people of those plans.

5 Q. Okay. And did you -- did you use other -- did you
6 use the faculty mailing list as well to inform faculty of
7 your plans?

8 A. I know that I sent it to Diversity-Allies. I don't
9 -- I don't remember whether I sent it to the faculty
10 mailing list. I don't think so.

11 Q. Okay, all right. But this was -- this was around
12 the time on February 23rd and thereabouts that you
13 started letting the faculty and administration know that
14 you intended to do this; is that right?

15 A. Yes. It appeared in an article, so a public
16 article.

17 Q. And this was after Director Balazinska had informed
18 you that there were students who had been offended by
19 this?

20 A. She had said that there were student complaints,
21 yes. This was after her informing me that there were
22 student complaints.

23 Q. Okay. And this was after the additional section of
24 the introductory course had been launched and roughly a
25 third of the student had switched into that course?

1 Q. And at this point, did some of those media outlets
2 include media that were associated with the university?

3 A. There was an undergraduate. Well, in one of the
4 exhibits we were looking at a moment ago, a Daily UW
5 reporter who was working on an article.

6 Q. Okay. And was there ultimately an article in the
7 student newspaper?

8 A. Yes. I believe there was, yes.

9 Q. And did that article include your land
10 acknowledgment statement?

11 A. Probably. I don't remember for sure.

12 Q. All right. Did anybody suggest that your
13 publicizing your land acknowledgment statement in a
14 university newspaper would result in any sort of
15 discipline?

16 MR. WALTERS: Object to form. You can
17 answer.

18 A. No.

19 Q. You've been shown a document that's been marked as
20 Exhibit 22, Bates labeled UW -- pardon me, UW Reges
21 0000382. Do you recognize this document?

22 A. Yes.

23 Q. Okay. What is this document?

24 A. This is the written description of the resolution
25 that The Allen School was proposing.

1 MR. WALTERS: Okay, thanks.

2 THE VIDEOGRAPHER: We're now going off
3 record. The time is 10:22 a.m.

4 (Recess taken.)

5 THE VIDEOGRAPHER: We're now back on the
6 record. The time is 10:32 a.m.

7 Q. You've been given a document that's been marked as
8 Exhibit 26 and is Bates labeled Reges 001724 through
9 1725, and it appears to be another journal entry, this
10 one from April 1st, 2022; is that right?

11 A. Yes.

12 Q. Okay. And it says at the top, I got an idea on
13 Wednesday night. I'm not happy that they're just
14 ignoring me, so I thought of a way to make people pay
15 attention. Do you see that?

16 A. Yes.

17 Q. And what are you referring to there?

18 A. Well, this protest that I am participating in with
19 my land acknowledgment.

20 Q. Okay. And you said you're not happy that they're
21 just ignoring me. Who are you referring to when you say
22 they there?

23 A. Well, I believe in that case I'm referring to the
24 faculty.

25 Q. Okay. And at this point, your land acknowledgment

1 statement was still up on the university hosted syllabus;
2 correct?

3 A. Yes.

4 Q. Okay. And the administration hadn't taken any
5 action to correct that; is that right?

6 MR. WALTERS: Object to form. You can
7 answer.

8 A. They'd taken no action about it.

9 Q. Okay. You say, I decided to put together a page
10 that has links to the winter and spring syllabi in CSE
11 that have a land acknowledgment.

12 Of course, at the top of that list is my 142 page
13 with my version of the land acknowledgment, but it
14 includes a lot of others.

15 A. Mm-hmm.

16 Q. You say, so the idea is to create a useful resource,
17 and that way they have to accept it for the
18 Diversity-Allies mailing list. How can you claim that
19 this is inappropriate? Do you see that?

20 A. Yes.

21 Q. Okay. So you did this in order to provoke people;
22 is that right?

23 MR. WALTERS: Object to form. You can
24 answer.

25 A. In order to provoke people? This was another avenue

1 do believe I misremembered, so just a -- it's a minor
2 point, but it was actually hosted on a UW page at that
3 time if I remember correctly.

4 I still have the ability to insert Google Analytics
5 codes into such a page, but I think I misspoke. I think
6 that I had it at that time on my CS page, in my CS
7 directory.

8 Q. Okay. So it was on a university server?

9 A. I believe that's correct.

10 Q. Could anyone at the university access it at that
11 point?

12 A. It was a publicly accessible web page if one knew
13 the URL.

14 Q. Okay. And did the university ever instruct you to
15 take that document down?

16 A. Magda pointed out that I had used a -- that I had
17 logos that -- of The Allen School on that page, and she
18 thought that was inappropriate because it implied
19 endorsement from the school.

20 I immediately removed the logos and told her that I
21 was sorry that I had done that, and that -- anyway, I
22 removed them.

23 Q. Okay. And were you asked to take that resource down
24 at that point?

25 A. No.

1 Q. Okay. And had there been any further developments
2 regarding your land acknowledgment statement that took
3 place between May and July?

4 A. I asked the dean at least one more time what was
5 going on. I seem to remember that that time she said
6 that she'd identified one member of the committee, and
7 she was working on identifying the other two.

8 So there was that exchange that would have come
9 probably in June. I was timing it at every three or four
10 weeks. I don't remember other things that were happening
11 in that timeframe.

12 Q. Okay. So you can't recall any other material
13 developments in relation to the -- your land
14 acknowledgment statement?

15 A. Not off the top of my --

16 MR. WALTERS: Object to form.

17 A. Not off the top of my head. There might have been
18 something that I'm not remembering right at the moment.

19 Q. Okay, all right. And this was presumably -- July is
20 during the summer term for UW?

21 A. Yes.

22 Q. So the spring term had concluded; correct?

23 A. Yes.

24 Q. And throughout the entire spring term, your course
25 syllabus with the land acknowledgment statement was up on

1 the university website; is that right?

2 A. Yes.

3 Q. Okay. And the university hadn't done anything to
4 remove that land acknowledgment statement?

5 A. That's correct.

6 Q. Okay. And other than taking the land acknowledgment
7 statement off of the online version of the website for
8 the winter term syllabus, had the university done
9 anything to prevent your use of the land acknowledgment
10 statement in the six months prior to the filing of this
11 lawsuit?

12 MR. WALTERS: Object to form. You can
13 answer.

14 A. No.

15 Q. Do you know whether the special investigative
16 committee had been formed at the time that this lawsuit
17 was filed?

18 A. My recollection is that Dean Allbritton contacted me
19 soon after the filing of the lawsuit to inform me that
20 she had completed the identification of the members of
21 the committee, had -- they were beginning their work.

22 And I believe she claimed that that had occurred on
23 July 11th, something like that, you know, a few days
24 before the court filing. That's my recollection.

25 Q. Okay. So when you -- when this was filed, at the

1 that.

2 Q. And have you come to have an understanding why you
3 didn't get -- that you hadn't been notified of a raise at
4 that point?

5 A. I now know. I was not informed for a very long
6 time.

7 Q. And what's your understanding today?

8 A. The dean sent me an email, and part of that email
9 mentioned that she was releasing the merit pay that they
10 had held in abeyance.

11 I had never heard that term before, but -- so
12 apparently she was holding it in abeyance and was now
13 releasing it, and that was an email that I got from her
14 perhaps a month ago.

15 Q. Okay. And have you now been paid all of the backpay
16 from the raise dating back to the beginning of the
17 2022-2023 academic year?

18 MR. WALTERS: Object to form. You can
19 answer.

20 A. Yes.

21 MR. HOSP: I think we've been going for about
22 an hour. Do you want to --

23 MR. WALTERS: Sure.

24 MR. HOSP: Let's take 10 minutes.

25 THE WITNESS: We'll do 10? Yeah.

1 THE VIDEOGRAPHER: We're now going off
2 record. The time is 11:28 a.m.

3 (Recess taken.)

4 THE VIDEOGRAPHER: We're now back on the
5 record. The time is 11:50 a.m.

6 MR. HOSP: Okay. And just for the record,
7 I'll put on the record that Katie Kerrick from Orrick is
8 -- has been on the line this morning.

9 MR. WALTERS: And Adam Tragone for FIRE has
10 as well.

11 MR. HOSP: And, actually, I should say I
12 think Krissy McKenna has been -- I don't believe that
13 she's on the line at the moment, but she has been on the
14 line for portions of this as well.

15 Q. Professor Reges, you taught -- well, we've covered
16 the fact that you taught the introductory class in the
17 fall of 2022; correct?

18 A. The 143 class.

19 Q. Yes, and for that you did include a syllabus that
20 had your land acknowledgment statement on it; is that
21 right?

22 A. Yes.

23 Q. And university administration didn't take any action
24 to remove that statement from the syllabus; is that
25 correct?

1 A. Yes.

2 Q. Okay. And did you teach an introductory course in
3 the winter of 2023?

4 A. Yes. I taught 143 again.

5 Q. Okay. And did you include a syllabus that had your
6 land acknowledgment statement on it?

7 A. Yes.

8 Q. Did you face any sort of disciplinary action because
9 of that?

10 MR. WALTERS: Object to form. You can
11 answer.

12 A. No.

13 Q. And was the land acknowledgment statement taken off
14 any version of the syllabus?

15 A. No.

16 Q. Did you teach an introductory class in the spring of
17 2023?

18 A. Yes. I taught 143 again.

19 Q. Okay. And did you include a syllabus that had your
20 land acknowledgment statement on it?

21 A. Yes.

22 Q. Did you face any disciplinary action as a result of
23 that?

24 A. No.

25 MR. WALTERS: Object to form.

1 Q. Did the university take any steps to remove that
2 land acknowledgment statement from any version of your
3 syllabus?

4 A. No.

5 Q. Okay. I'm showing you an exhibit that's been marked
6 as Exhibit 31. Do you recognize what this document is?

7 A. Yes.

8 Q. What is this document?

9 A. This was a letter that the -- that Dean Allbritton
10 sent me in June telling me various things as a result of
11 the special investigating committee, and the fact that
12 she was dropping the case for now, but that -- you know,
13 making a threat about the future.

14 Q. With respect to -- well, the letter begins with a
15 number of recitations of fact. Do you see that?

16 MR. WALTERS: Object to form. You can
17 answer.

18 Q. What purport to be recitations of fact.

19 A. You're talking about starting on the first page
20 where she's going to have the bullet items, that this is
21 what the special investigating committee found?

22 Q. Yes, exactly.

23 A. Yes. I agree that's a recitation of supposed facts.

24 Q. Okay. Are there any factual recitations in here
25 that you disagree with?

1 A. Yes.

2 Q. Okay. And that obviously predated any dispute about
3 the land acknowledgment statement; correct?

4 A. Yes.

5 Q. So you don't assert that any exclusion that there
6 was of you from that committee was based on statements
7 that you later made in 2022; correct?

8 MR. WALTERS: Object to form. You can
9 answer.

10 A. Yes.

11 Q. And you indicated that there was a significant -- I
12 think you indicated that there was a significant
13 controversy in 2018 when you wrote an article. I think
14 it was titled Why Women Don't Code; is that right?

15 A. Yes.

16 Q. Okay. And there was a significant amount of protest
17 about that article; is that correct?

18 A. Yes.

19 Q. And, in fact, when you were up for renewal in 2019,
20 there was a petition asking that you not be renewed; is
21 that right?

22 A. There was an effort by a group of students to
23 petition the dean not to remove -- not to renew my
24 contract.

25 Q. Okay. And none of that had anything to do with

1 issues regarding land acknowledgment statements; correct?

2 A. Yes.

3 MR. HOSP: Okay, nothing further.

4 MR. WALTERS: We'll read and sign.

5 THE VIDEOGRAPHER: Okay. This concludes the
6 deposition of Stuart Reges. The time is 1:29 p.m.

7

8 (Whereupon the deposition

9 was concluded at 1:29 p.m.)

10 (Signature was reserved.)

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

C E R T I F I C A T E

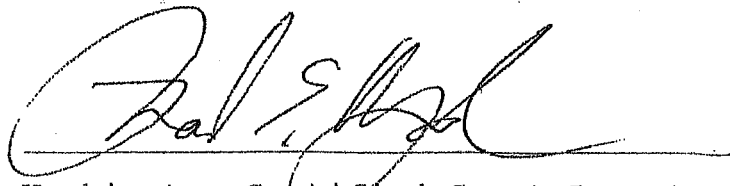
STATE OF WASHINGTON)
) ss.
COUNTY OF KING)

I, the undersigned Washington Certified Court Reporter hereby certify that the foregoing deposition upon oral examination of each witness named herein was taken stenographically before me and transcribed under my direction;

that the witness was duly sworn by me pursuant to RCW 5.28.010 to testify truthfully; that the transcript of the deposition is a full, true and correct transcript to the best of my ability; that I am neither attorney for, nor a relative or employee of any of the parties to the action or any attorney or counsel employed by the parties hereto, nor financially interested in its outcome.

I further certify that in accordance with CR 30(e), the witness was given the opportunity to examine, read, and sign the deposition within 30 days upon its completion and submission, unless waiver of signature was indicated in the record.

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, 2023.



Washington Certified Court Reporter
No. 2052

EXHIBIT 2

OFFICE OF TRIBAL RELATIONS

The University of Washington is proud to partner with many tribal nations, tribal citizens and descendants connected to Washington territories.

[EXPLORE PARTNERSHIPS](#)

**Exhibit
PL 61**

11/7/2023
Allen

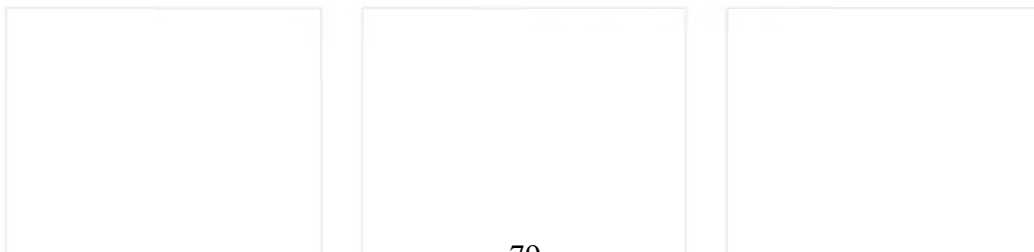
The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

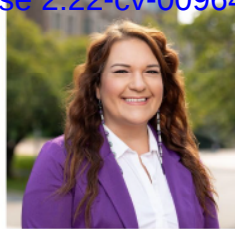
Our acknowledgement of the tribes and bands within the Suquamish, Tulalip and Muckleshoot nations was crafted from consultation and guidance by the Governor's Office of Indian Affairs as well as Federal regulations and policies. In this phrasing, we are adhering to tribal sovereignty.

The Office of Tribal Relations, located in the Seattle, coordinates the government to government relationship between the University of Washington and American Indian tribes across Washington state and northwest region.

The U.S. Constitution recognizes Indian tribes as entities distinct from states and foreign nations. There are 574 federally recognized tribes in the United States. Twenty nine of those tribes are in the state of Washington, three in the state of Idaho, four in the state of Oregon, and one in the state of Montana with historical ties to the Washington territory. Each of these independent nations is governed by their own laws, rules, regulations, policy, traditions, and languages.

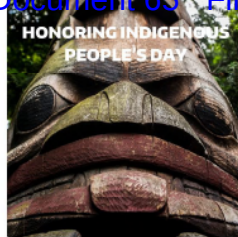
Washington state is comprised of tribal lands or co-managed public lands, therefore it is important for the University of Washington to work together to develop strong working relationships with tribal citizens and leaders. Existing relationships between the UW and certain tribal communities have demonstrated benefits for both sides including sharing knowledge, research opportunities, and educational opportunities for tribal members and descendants.





MEET THE DIRECTOR

The University of Washington is excited to welcome Sherri Berdine as the Director of the Office of Tribal Relations.

[Read full bio](#)


INDIGENOUS PEOPLE'S DAY

Indigenous People's Day is a day to celebrate and lift up native peoples; past, present and future. It is also a day to take action to demonstrate support for and solidarity with Tribal Nations and indigenous communities.

[Learn More](#)


CONTACT THE OFFICE

Connect with the Office of Tribal Relations.

[Contact us](#)

LEARN MORE

[Student Resources](#)
[University Partnerships](#)
[Government Resources](#)
[Indigenous Peoples' Day Resources](#)

Connect with us:

[Accessibility](#) / [Contact Us](#) / [Jobs](#) / [Campus Safety](#) / [My UW](#) / [Rules Docket](#) / [Privacy](#) / [Terms](#) / [Newsletter](#)

© 2023 University of Washington | Seattle, WA

EXHIBIT 3

Computer Science & Engineering 143

Computer Programming II

Instructor: Stuart Reges

 Email: reges@cs.washington.edu

Phone: 206-685-9138

Office: Gates Center (CSE2), room 305

Office hours: Tuesdays 1:30-3:30

Course Administrator
Pim Lustig

 Email: cse143@uw.edu

(email for registration issues)

Lecture Times

A: MWF 12:30-1:20, Kane 120

B: MWF 2:30-3:20, Kane 120

Textbook
Building Java Programs, 5th edition, Reges & Stepp, required.

Course Overview

This course is a continuation of CSE142. While CSE142 focused on control issues (loops, conditionals, methods, parameter passing, etc), CSE143 focuses on data issues. Topics include: ADTs (abstract data types), stacks, queues, linked lists, binary trees, recursion, interfaces, inheritance and encapsulation. The course also introduces the notion of complexity and performance tradeoffs in examining classic algorithms such as sorting and searching and classic data structures such as lists, sets and maps. The course will include a mixture of data structure implementation as well as using off-the-shelf components from the Java Collections Framework. The prerequisite is CSE142 or equivalent.

Lecture Policy

In the lecture room students should keep talking to a minimum and are limited in their use of electronic equipment. Students who want to use cell phones or laptops will be required to sit in the last four rows of the classroom. If it is important to you to use your laptop during lecture, email Stuart to describe your situation and request an exception. TAs will periodically enforce this policy during lecture.

Discussion Sections

You will be expected to participate in two weekly 50-minute discussion sections. The TA who runs your discussion section will grade your homework assignments. In section we will answer questions, go over common errors in homework solutions and discuss sample problems in more detail than we can in lecture.

Grading

You will be expected to complete a variety of programming assignments for this course and to take two exams. The resulting scores will be combined according to the following weightings:

- 40% weekly homework assignments (generally graded on a 20-point scale)
- 20% midterm (Friday, 2/11/22)
- 40% final exam (date and time not yet determined)

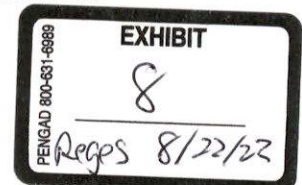
Using the weightings above, each student's scores will be turned into an overall score ranging from 0 to 100 percent. These will be turned into grades as follows:

- 90% at least 3.5 70% at least 1.5
- 80% at least 2.5 60% at least 0.7

The exams will be closed-book and closed-note. If you need to miss an exam, you must contact Stuart *prior* to the exam to get permission. Even if you are sick, you should be able to call your instructor's office phone and leave a message that you need to be contacted. Students wishing to take an exam at the DRS testing facility must schedule their exam at least three weeks in advance of the exam or they may not be accommodated.

Course Registration

To add the class or switch sections, email cse143@uw.edu.



Course Web Page

Information about the course will be kept at <https://cs.uw.edu/143>. Links to course handouts will be kept on this page along with useful links to other class resources.

Religious Accommodations

See Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Indigenous Land Acknowledgement

I acknowledge that by the labor theory of property the Coast Salish people can claim historical ownership of almost none of the land currently occupied by the University of Washington..

Computer Access/Software

The school operates an Introductory Programming Lab (IPL) that is located on the third floor of Mary Gates Hall. TAs will be available at the lab to help students with problems. You can use any Java environment you want although the recommended software for this course is the Java Development Kit (JDK) version 8 or higher and the jGRASP editor. More information can be found on the class web page under the “Java software” link.

Late Policy

Each assignment will list its due date. Most will be due on Thursdays at 11 pm. Each student in the class will have a total of eight “free” late days (a late day is 24 hours of lateness). There are no partial days, so assignments are either on time, 1 day late, 2 days late, etc. Because of this generous late policy, students will not be granted extensions for assignments unless they have some highly extenuating circumstances. Once a student has used up all of his or her late days, each successive late day will result in a loss of 1 point. No assignment will be accepted more than 4 days after its due-date. If you are experiencing a problem that makes it difficult for you to complete an assignment on time, you should contact Stuart by email as early as possible to request an extension.

We will grade only one version of any given program. If you make multiple submissions for an assignment, we will grade the last version submitted. If you submit a version that you later decide you do not want to have graded, you must warn your TA not to grade that version and to wait for a later submission from you.

Policy on Collaboration

You are to complete programming assignments individually. You may discuss the assignment in general terms with other students including a discussion of how to approach the problem, but the code you write must be your own. The intent is to allow you to get some help when you are stuck, but this help should be limited and should never involve details of how to code a solution. **You must abide by the following:**

- You may **not** work as a partner with another student on an assignment.
- You may **not** show another student your solution to an assignment.
- You may **not** have another person (current student, former student, tutor, friend, anyone) “walk you through” how to solve an assignment.
- You may **not** post your homework solution code online to ask others for help. This includes public message boards, forums, file sharing sites and services, or any other online system
- You are **not** to examine online solutions that you might find on the web.

Under our policy, a student who gives inappropriate help is equally guilty with one who receives it. Instead of providing such help, refer other students to class resources (lecture examples, the textbook, TA office hours, or emailing a TA or instructor). You must also ensure that your work is not copied by others by not leaving it in public places, emailing it others, posting it on the web, etc.

If you are taking the course a second time, you are allowed to submit a previous solution that you authored unless that program was involved in a case of academic misconduct. For any assignment where academic misconduct was involved, you have to write a new version of the program. We enforce this policy by running similarity-detection software over all submitted student programs, including programs from past quarters.

EXHIBIT 4

UW Policy Directory

CHOOSE A RESOURCE

Policy Directory > FCG Home > Faculty Code

Faculty Code and Governance

Faculty Code

Chapter 25

Tenure of the Faculty

Table of Contents

Section 25-01 Statute Relating to Tenure

[For a statute relating to tenure, see [RCW 28B.20.130 \(1\)\(2\).](#)]

Section 25-11 Statement of Policy by the Board of Regents

[See *Board of Regents Governance*, Regent Policy [No. 20.](#)]

Section 25-31 Definition of Tenure

Tenure is the right of a faculty member to hold the faculty member's position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in the *Faculty Code*.

Section 25-31, April 16, 1956; S-A 73, May 24, 1985: both with Presidential approval.

Section 25-32 Criteria for Tenure

- A.** Unless the faculty member is disqualified under any other provision of this section, a full-time member of the faculty has tenure if:
1. The faculty member is a professor or associate professor; or
 2. The faculty member has held full-time rank as assistant professor in the University for seven or more years and has not had the term of appointment extended by the Provost or received notice terminating the appointment.

ADMINISTRATIVE POLICY
STATEMENTS (APS)

BOARD OF REGENTS
GOVERNANCE (BRG)

EMPLOYMENT AND
ADMINISTRATIVE POLICIES
(EAP)

FACULTY CODE AND
GOVERNANCE (FCG)

PRESIDENTIAL ORDERS (PO)

STUDENT GOVERNANCE AND
POLICIES (SGP)

WASHINGTON
ADMINISTRATIVE CODE: TITLE
478 WAC - UW RULES (WAC)

PRINT THIS PAGE

*Formerly part of the University
Handbook

PENGAD 800-831-6989

EXHIBIT

21

Pages 8/23/23

Section 25-63 Dismissal of a Nontenured Faculty Member

A nontenured faculty member may be dismissed prior to the expiration of the period for which the nontenured faculty member was appointed for the grounds stated in Section 25-51, and in such cases the procedure described in Section 25-71 shall be followed, or for reasons of program elimination, and in such cases the procedure described in Section 25-52 shall be followed; or for reasons of financial emergency, in which cases the procedure described in Chapter 26, Section 26-31 shall be followed.

S-A 39, June 8, 1971; S-A 67, December 5, 1983; S-A 73, May 24, 1985; S-A 164, May 9, 2023: all with Presidential approval.

Section 25-64 Discriminatory Reduction in Pay or Improper Non-Reappointment

- A. In a case in which a tenured or non-tenured faculty member alleges that the faculty member has suffered discriminatory reduction in pay, or in which a non-tenured faculty member alleges violation of the *Faculty Code* in connection with the faculty member's non-reappointment, including denial of tenure, the faculty member making the allegation may engage in the administrative and conciliatory proceedings of Chapter 27. The faculty member may file a petition for review with the Chair of the Adjudication Panel and the Secretary of the Faculty, in which case the procedures set forth in Chapter 28 shall be followed. The petition for review may include allegations of unlawful discrimination because of race, religion, color, sex, national origin, age, handicap, sexual orientation, or status as a disabled or Vietnam era veteran.
- B. The procedures set forth in Section 25-62 shall be followed. The burden of proof shall rest with the faculty member making the allegation.

S-A 39, June 8, 1971; S-A 55, May 25, 1977; S-A 73, May 24, 1985: all with Presidential approval.

Section 25-71 Standard of Conduct

- A. The University is an institution having special public responsibility for providing instruction in higher education, for advancing knowledge through scholarship and research, and for providing related services to the community. As a center of learning, the University also has the obligation to maintain conditions which are conducive to freedom of inquiry and expression in the maximum degree compatible with the orderly conduct of its functions. For these purposes the University is governed by rules and regulations which safeguard its functions, and which, at the same time, protect the rights and freedoms of all members of the academic community. All members of the academic community, including members of the faculty, have an obligation to comply with the rules and regulations of the University and its schools, colleges, and departments.

8/15/23, 3:26 PM

FCG, Faculty Code, Chapter 25, Tenure of the Faculty

- B.** If a member of the faculty is alleged to have violated a rule or regulation of the University, its schools, colleges, or departments, the department chair or the dean in a non-departmentalized school or college shall fully inform the faculty member of the nature and specific content of the alleged violation and shall offer to discuss the alleged violation with the faculty member and with the party raising the issue. The faculty member and the party raising the issue may each be accompanied by one person. The matter may be concluded at this point by the mutual consent of all parties.
- C.** If the department chair, the dean, or the faculty member so wishes, the department chair, the dean, or the faculty member may initiate conciliatory proceedings at any time by contacting the University Ombud as provided in Chapter 27, Section 27-42.
- D.** If a mutually agreeable resolution is not achieved under Subsection B or C of this section, and if the dean (after consultation in the case of a departmentalized school or college with the department chair and the faculty member) determines that the alleged violation is of sufficient seriousness to justify consideration of the filing of a formal statement of charges that might lead to dismissal, reduction of salary, or suspension for more than one quarter, the dean shall follow one of the following procedures:
- 1.** In cases concerning allegations of unlawful discrimination or sexual harassment, the dean shall request an investigation by the University Complaint Investigation and Resolution Office (UCIRO) as provided in Administrative Policy Statement 46.3.
 - 2.** In cases concerning allegations of scientific and scholarly misconduct as defined in Section 25-51, the dean shall proceed as provided in Executive Order No. 61, "Policy for Addressing Allegations of Scientific and Scholarly Misconduct."
 - 3.** In all other kinds of cases the dean shall appoint a special investigating committee of three faculty members who are not directly involved in the matter being considered. The committee shall assist the dean in the informal and confidential gathering of information and documentation and shall advise the dean in its interpretation. If as a result of the foregoing investigation the dean concludes that further action is not merited, then the matter shall be dropped (although a faculty member aggrieved as a result of these activities has recourse to the conciliatory proceedings of Chapter 27 and to the adjudicative proceedings described in Chapter 28, Section 28-32, Subsection A.)
- E.** If, after engaging in the procedures specified in Subsection D.2 or D.3 above, the dean concludes that further action is warranted, the dean shall deliver to the Provost a written record stating that reasonable cause

8/15/23, 3:26 PM

FCG, Faculty Code, Chapter 25, Tenure of the Faculty

exists to adjudicate charges of wrongdoing brought against the faculty member, with enough of the underlying facts to inform the Provost of the reasons for this conclusion. Upon filing of the written report with the Provost, the case shall be decided in the manner prescribed in Chapter 28.

S-A 36, June 17, 1970; S-A 73, May 24, 1985; S-A 86, December 8, 1992; S-A 91, July 11, 1994; all with Presidential approval; RC, June 28, 2010; RC, March 3, 2013; RC, January 22, 2016; RC, February 12, 2016; October 17, 2018 with Presidential approval.

For related information, see:

- *Board of Regents Governance, Regent Policy No. 20, "Tenure of the Faculty Statement of Policy"*

University Policy and Rules Office
rules@uw.edu

[Back to Top](#)

Last Modified: 07/18/2023 17:31:48

EXHIBIT 5



UNIVERSITY of WASHINGTON

Memorandum of Understanding Between Northwest Regional Tribes and the University of Washington

This Memorandum of Understanding (MOU) is entered into by the University of Washington (UW) and the several tribal governments listed and signed below (Signatory Tribes), with reference to the following:

This MOU is being enacted for the purpose of enhancing and sustaining the government-to-government relationship between the participating tribes and the UW, a state agency, within the protocol outlined in the Washington State Centennial Accord, and with regional tribes who maintain an ongoing relationship with the UW.

UW recognizes and affirms established policies under which tribal governments are treated as distinct legal, political, and historic entities with their own powers of self-governance and self-determination.

UW and the Signatory Tribes wish to formalize and sustain a structure that strengthens and advances the relationships between them, and enhances the UW's educational, research and service partnerships and programs involving tribes, American Indian students, and the broader American Indian community.

Based on this MOU, the following will occur to sustain and advance relationships between the UW and the Signatory Tribes:

- Annual Tribal Leadership Summit: A government-to-government meeting attended by elected tribal leaders and the UW president in which priority initiatives are identified, discussed, and advanced.
- Quarterly Native American Advisory Board Meetings: Attended by tribal representatives, the UW Vice President for Minority Affairs and Vice Provost for Diversity, relevant UW students, staff and faculty. This group will help address the priorities and issues identified at the UW Tribal Leadership Summit.

Initial priorities and focus will include, but are not limited to, the following items previously outlined by the UW Native American Advisory Board and at the UW Tribal Leadership Summit meetings:

- Enhance efforts to recruit, retain and successfully graduate more American Indian undergraduate, graduate and professional students.
- Recruit, retain, and promote qualified American Indian faculty and staff at the University in academic and administrative departments to aid the UW in its mission and delivery of services to tribal communities and American Indian students.
- Plan and construct a longhouse-style facility on campus that enhances the recruitment and success of American Indian students, acknowledges and honors the region's tribes, and serves as a place for cultural learning and exchange for the entire community.
- Expand and integrate American Indian culture, knowledge and history into the academic curriculum, institutional programs and university community.
- Strengthen relevant campus departments and programs such as American Indian Studies and grow research partnerships between campus units and tribal communities by utilizing the framework of community based and tribal participatory research models presented at the 2009 UW Tribal Leadership Summit.

Through this MOU, the preceding priorities will receive sustained attention from the UW and the Signatory Tribes to strengthen the ability to address shared objectives. This MOU will institutionalize, formalize and sustain these important relationships, ensuring that changes in leadership will not diminish the university's commitment to working with the tribes, or the tribes' commitment to working with the university.

Terms and Working Principles

The parties entering into this Memorandum of Understanding agree to the following terms and principles, which will aid in creating mutual understanding and productive relationships:

A. Unique Legal Status of Tribes

The unique legal status of tribes, rights reserved through treaties, agreements, historic and cultural interests, create a unique relationship between tribes and state agencies, including the UW. Tribes maintain sovereign rights that predate the formation of the United States and the State of Washington and are guaranteed under treaties and federal laws.

B. Government-to-Government

Federally Recognized Indian Tribes have a special government-to-government relationship with the United States government. Government-to-government is also used to describe the relationship and protocols between tribes and other governments such as states. State agencies and tribes work directly with each other in a government-to-government fashion, rather than as subdivisions of other governments.

C. 1989 Centennial Accord

This Memorandum of Understanding is guided by the *Centennial Accord Between the Federally Recognized Indian Tribes in Washington State and the State of Washington* of 1989. The *Centennial Accord* is published on the internet by the Governor's Office of Indian Affairs at www.goia.wa.gov/Government-to-Government/CentennialAgreement.html. A corresponding accord between the out-of-state tribes with treaty reserved rights in Washington State can be found at www.goia.wa.gov/Relations/OutOfStateAccord.pdf.

D. Implementation of MOU

This Memorandum of Understanding will become effective upon the signatures of the parties. The parties shall meet and review progress under this agreement on an annual basis, in the format outlined within this memorandum. This MOU may be amended by written agreement of the parties at any time. Any party may withdraw from this MOU by providing the other parties 30 days written notice of its intent to withdraw.

The following signatory parties have executed this Memorandum of Understanding.

<u>Phyllis M. L.</u>	<u>R. Phere III Kalispel Tribe</u>
<u>Ken S. L.</u>	<u>Miss. M.</u>
<u>Peter S. L.</u>	<u>J.</u>
<u>Shirley Edwards Lange</u>	<u>Ann Rose Council - Puget Quileute Tribe</u>
<u>Cheryl L. Kennedy, Chief, Tribes of Grand Port</u>	<u>Daniel Decker Steilacoom Tribe</u>
<u>Al Moffatt, Nez Perce Tribe</u>	<u>Dan Sandstrom Snoqualmie</u>
<u>L. W. Wier, Seattle Tribes</u>	<u>L. W. Wier, Seattle Tribes</u>
<u>Michael O. Fing, Colville Conf. Tribes</u>	<u>Michael O. Fing, Colville Tribes</u>

Sharon M. Hartman

Janice G. Maher-Sank-Suwalla

William B. Galt Lead by Tribe

W. Ron Allen, Jamestown SKI/16m

Melvin R. Sheldon TULALIP Tribes

COPY

EXHIBIT 6

Office of the University Registrar

UW Syllabus Guidelines and Resources

[Close Menu](#)

Curriculum Office

[Course Applications](#)[Curriculum Reports](#)[Undergraduate Notice of Proposal Form Quick Guide](#)[Undergraduate Program Proposal Process FAQs](#)[UW CM Quick Guides](#)

UW Syllabus Guidelines and Resources

[- Medical Excuse Notes FAQs](#)

The general principle behind providing a syllabus is to provide a clear statement of course content and performance expectations from the beginning of a class. This statement should be available in a durable and accessible form, whether on paper or online.

The guidelines below are intended to assist faculty in developing that statement for new and revised course proposals.

In addition, this webpage provides faculty with language that may be included in syllabi. Providing this content in syllabi is voluntary.

Note: This webpage is maintained by the UW Curriculum Office in collaboration with the Faculty Council on Academic Standards (FCAS). Please contact the UW Curriculum Office at uwcr@uw.edu with any questions or suggested content.

Syllabus Guidelines

Purpose and Format



Purpose and Format

Syllabus is required as a part of the documentation submitted for review of all new course applications and proposals to substantively change existing courses. In addition to forming an important aspect of the review of course proposals, the syllabus is kept by the Office of the University Registrar to aid in documenting the course content for students. Besides its administrative purpose, students depend on the information on a syllabus to understand what is expected of them in the course. While disciplines will vary in the format and specific content of the syllabus, certain components are important for most courses. A syllabus should provide the following information:

1. Course description
 - a. Logistics to obtain necessary materials and assistance
 - b. Learning/intellectual content
 - c. Learning objectives
 - d. Characteristics of class meeting (online, lecture-based, seminar, etc.)
2. Course assessment/expectations
 - a. Explicit description of due dates and type of assessments, including method (points, percentages, etc.) and general criteria (participation, improvement, content correctness, etc.), for each assignment
 - b. Strategies for success in the course
 - c. Overall course grading system (absolute scale, curve, etc.)
3. Course guidelines and policies*
 - a. Academic misconduct
 - b. Accommodation
 - c. Religious Accommodation
 - d. Grading
 - e. Inclusivity
 - f. Medical notes
 - g. Technology protocol

*These course guidelines and policies are discussed in the Course Guidelines and Policies section of this webpage.

Guidelines and Policies

Course Guidelines and Policies

Academic Misconduct



Academic Misconduct

The university's policy on academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in [WAC 478-121](#). According to [Student Governance Policy](#), Chapter 209 Section 7.C, academic misconduct includes but is not limited to acts such as cheating, plagiarism, and unauthorized collaboration. Refer to the [Community Standards & Student Conduct – Academic Misconduct webpage](#) for more information.

Students have a right to due process, particularly regarding academic misconduct. Thus, the syllabus is important in providing students with a clear statement of the instructor's expectations.

Optional syllabus language is provided in the [Syllabus Language section](#) of this webpage.

- Academic Integrity
- Conduct

Accommodation



Accommodation

Instructors are obligated to provide reasonable accommodations for students who have disabilities. The university's Disability Resources for Students (DRS) is the campus partner that provides services for students "with either temporary or permanent physical, health, learning, sensory or psychological disabilities." The [DRS website](#) provides resources for students and faculty for making accommodations.

Optional campus-specific DRS syllabus statements are provided in the [Syllabus Language section](#) of this webpage.

Religious Accommodations



Religious Accommodations

Each instructor requires faculty to provide students with the University's language about religious accommodations or a link to the [Religious Accommodations Policy webpage](#) in syllabi or elsewhere.

The University's religious accommodations language is provided in the [Syllabus Language section](#) of this webpage. The language closely mirrors that of the law itself and was developed in close collaboration with the Faculty Senate and the AGs office. The religious accommodations language should not be edited or altered.

Inclusivity



Inclusivity

One of the values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. The [Diversity webpage](#) provides an overview of the ways the university addresses this value. Inclusivity applied to teaching a course means that assignments and activities should be accessible to all students, including class trips or research in the field. In such cases, alternative assignments should be available to those who need them.

Medical Notes



Medical Notes

Instructors are prohibited from requiring or accepting medical documentation from a student for any absences. Requiring such documentation places burdens on all parties involved. For faculty, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) imposes legal requirements upon those who possess the medical information of others (in particular, identifiable health information falls under “The HIPAA Privacy Rule”). For health care providers, in particular Hall Health, requests for “medical excuse notes” consume valuable time that could be spent treating students. For students, requiring documentation discriminates against students who do not have access to medical providers.

In the cases of absences that result in a student missing a course requirement (class activity, assignment submission, exam, etc.) and of extended absences, accommodations are left to the discretion of the instructor. Accommodations might include makeup exams, alternate assignments, or alternate weighting of missed work, so long as the grades for other students in the class are not affected by the accommodation.

Optional syllabus language is provided in the [Syllabus Language section](#) of this webpage.

- Medical Excuse Notes
- Excused Absence from Class

Technology Protocol



Technology Protocol

The university has a general policy on the use of technology (phones, tablets, laptops, etc.) at the university. However, instructors can set expectations about how these devices may be used, including banning them (except in cases where a disability may require the use of a device). Any policy on the use of electronics should be included in the syllabus.

Grading Specific Course Guidelines and Policies

Grading on Attendance



Grading on Attendance

Part of the Office of Student Financial Aid, the University of Washington is a non-attendance taking institution under the Department of Education eligibility rules. In order to meet federal requirements, grading on participation is encouraged.

Participation



Participation

Students are assessed on their participation in the classroom as long as the rubric used to assess the quality of that participation is explicit (i.e., described in detail in the syllabus). In courses where the pedagogy requires that more than 15% of the course grade be based on in-class participation, the assessment rubric is critical so that students understand what is expected of them.

Since disciplines have different methods of teaching, there are also different types of grading on participation. Departmental, school, and college guidelines may provide specific guidelines about participation for certain types of courses. For the purpose of the syllabus, what is most important is providing clear expectations of how participation will be used for evaluation purposes in the class.

Extra credit



Extra credit

Extra credit is encouraged. Should it be used, extra credit opportunities must be offered judiciously and not as a replacement for primary course material. Such opportunities are to be:

- fair; that is, available to all students equally;
- not dependent upon a specific time outside the regularly scheduled class period (e.g. attending a specific talk or performance);
- not dependent upon the ability to travel to or from specific locations (e.g. attending a specific talk or performance);
- not dependent upon the expression of political or social interest (e.g. caucusing, voting, watching a debate, volunteering);
- and made explicit in the syllabus.

In no event should extra credit be offered to only a subset of students. If any student in a class cannot feasibly complete an extra credit opportunity, the instructor should offer an alternate but commensurate opportunity to that student.

Peer Evaluation



Peer Evaluation

Peer evaluation should be used judiciously and in moderation. Peer evaluation may not replace grading by the instructor; while peer evaluation may be included in a grading rubric, students are not to assign grades to other students.

Incompletes



Incompletes

An incomplete grade (I) is given only when a student has done satisfactory work up until the last two weeks of the quarter but cannot complete the remaining work because of illness or other circumstances beyond the student's control. The instructor must file a written statement with the head of the department or the dean of the college listing the work that a student will need to do to remove the incomplete. For further information on incompletes, refer to the [Office of the University Registrar Incomplete Grades webpage](#) and the [university grading policy](#) on their use.

Optional Syllabus Language

Academic Integrity



Academic Integrity

Optional Syllabus Language:

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers, and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

For Faculty:

The provided language is a starting point. You should consider making adjustments to reflect your specific discipline or the dynamics of your coursework. You may also consult with your campus conduct office, departmental leadership, and/or Associate Dean regarding who has responsibility for investigating academic misconduct in your school or college.

PREPARING TO TEACH: CHEATING OR PLAGIARISM**Conduct****Conduct Unit: Student Conduct****Optional Syllabus Language:**

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

CONDUCT CODE AND POLICY**Disability Resources****Disability Resources for Students (DRS)****Optional Syllabus Language:**

Disability Resources for Students (DRS) offers the following statements for faculty to include in their syllabi:

SEATTLE**TACOMA****BOTHELL****Excused Absence from Class****Excused Absence from Class****Optional Syllabus Language:**

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. A student who is anticipating being absent from class due to a Religious

Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university-sponsored activities should provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity or exam can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Face Coverings in the Classroom



Faculty are strongly encouraged to include a syllabus statement for students regarding the use of face coverings when attending class.

Campus Unit: Faculty Senate

Optional Syllabus Language:

Face Coverings in the Classroom

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the [UW COVID Face Covering Policy \[pdf\]](#).

Referenced Links

[UW COVID-19 FACE COVERING POLICY \[PDF\]](#)

Guidance to Students Taking Courses Outside the U.S.



Campus Unit: Faculty Senate in Collaboration with Office of the Vice President for Academic Affairs

Optional Syllabus Language:

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.

If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.

If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Medical Excuse Notes



~~Medical Excuse Notes~~

Optional Syllabus Language:

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.

For Faculty:

Faculty are prohibited from requiring or accepting medical excuse notes from students. Requiring a medical excuse note creates an inequitable burden on certain students, strains the limited resources of Hall Health, and provides no actual confirmation of the veracity, intensity, or duration of a student's illness, and thus is not a reliable check on student behavior.

This will not change the documentation needed for a disability, hardship, or other significant circumstances (including medical conditions) requiring longer-term absences from the University; nor does it prevent instructors from requiring students to justify the unavoidable nature of an absence, or require that instructors develop new accommodations. This change is intended to protect students from having to disclose private information to faculty, engage in potentially risky behaviors, or face undue financial and emotional burdens, to conserve resources at Hall Health, and encourage personal responsibility and professional conduct among students.

The provided language is a starting point to shift away from requiring medical notes. Given the reality that some students will miss some work during a quarter, it will be most useful to plan ahead with course policies that reflect the dynamics of your own course and will streamline your response. You may wish to provide a template for students to use when contacting you with a request for adjustments or you may consider providing a link to an automated form that students may use (e.g., Google Forms) to make such a request. More ideas are provided in the FAQ linked below. You may also consult with the Center for Teaching and Learning and your departmental leadership regarding planning ahead for student absences.

EXAM GUIDELINES**PREPARING TO TEACH****PROVISIONS FOR CHANGING ENROLLMENT STATUS IN A CLASS****LEAVE OF ABSENCE POLICY****MEDICAL EXCUSE NOTES FAQs****Religious Accommodations****Religious Accommodations**

State law requires faculty to provide students with the University's language about religious accommodations or a link to the [Religious Accommodations Policy webpage](#) in syllabi or elsewhere. The following language closely mirrors that of the law itself and was developed in close collaboration with Faculty Senate and the AGs office.

Syllabus Language: [DO NOT AMEND] "Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#).

(<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#) (<https://registrar.washington.edu/students/religious-accommodations-request/>)."

Referenced Links

RELIGIOUS ACCOMMODATIONS POLICY

RELIGIOUS ACCOMMODATIONS REQUEST FORM

Safety

Safety Unit: Safe Campus

Optional Syllabus Language:

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

UW POLICE

Title IX



Title IX Unit: Office of the Title IX Coordinator

Optional Syllabus Language:

The Office of the Title IX Coordinator provides the following statement for faculty to include in their syllabi:

TITLE IX SYLLABUS STATEMENT

Curriculum Office

[Course Applications](#)

[Curriculum Reports](#)

[Undergraduate Notice of Proposal Form Quick Guide](#)

[Undergraduate Program Proposal Process FAQs](#)

[UW CM Quick Guides](#)

UW Syllabus Guidelines and Resources

[- Medical Excuse Notes FAQs](#)

SEARCH OUR

Search for:



SUBMIT A QUESTION

Topic of Inquiry, Request, or Comment *(Required)*

Let us know what your question or request is about and we'll make sure it's routed to the appropriate office and generate a ticket.

- Choose a Topic -



HOLIDAY CLOSURES

Spring 2023

Mon, May 29 (Memorial Day)